

**THE USE OF INDIRECT FEEDBACK TO IMPROVE
GRADE VII STUDENTS' WRITING SKILLS
AT SMP N 1 NGEMPLAK**

A THESIS

Presented to Faculty of Languages and Arts of Yogyakarta State University as a
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Pendidikan Degree in English Language Education



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APPROVAL SHEET
THE USE OF INDIRECT FEEDBACK TO IMPROVE
GRADE VII STUDENTS' WRITING SKILL
AT SMP N 1 NGEMPLAK

A THESIS



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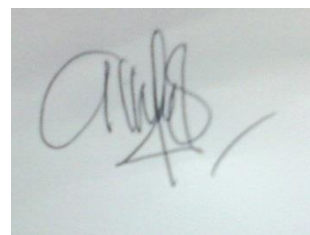
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Penulis,

A photograph of a handwritten signature in dark ink on a light-colored surface. The signature is stylized and appears to be 'Dwi Annisa Rachmawati'.

Dwi Annisa Rachmawati

MOTTOS

So, verily, with the hardship, there is relief,

Verily, with the hardship, there is relief.

(QS. Al-Insyirah: 5-6)

If you do not build your own dream, someone else will hire you to help build theirs.

-Tony Gaskins-

It does not matter how slowly you go, as long as you do not stop

-Confucius-

DEDICATIONS

**This thesis is fully dedicated to my beloved parents
Bapak Lasiman and Ibu Budi Giri Hastuti
for their endless love, support and encouragement.**

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Yogyakarta, Oktober 2014

Dwi Annisa Rachmawati

TABEL OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
PERNYATAAN	iv
MOTTOS	v
DEDICATION	vi
ACKNOWLEDMENTS	vii
TABLE OF CONTENTS.....	ix
LIST OF APPENDICES	x
LIST OF TABLES	xi
LIST OF ABBREVIATIONS	xii
LIST OF FIGURES	xiii
ABSTRACT.....	xiv
CHAPTER I: INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of the Problem	3
C. Delimitation of the Problem.....	5
D. Formulation of the Problem	5
E. Objectives of the Problem.....	5
F. Significance of the Study	5
CHAPTER II: LITERATURE REVIEW	7
A. Theoretical Review	7
1. Writing	7
a. The Nature of Writing.....	7
b. Teaching Writing in Junior High School	9
c. The Process of Writing	10
d. Types of Writing Classroom Performances	11
2. Feedback	13
a. Definitions of Feedback.....	13
b. Purposes of Feedback	13
c. Sources of Feedback	15

d. Indirect Feedback.....	16
3. Teachers' Role	17
4. Descriptive text	
B. Relevant Studies	19
C. Conceptual Framework.....	21
CHAPTER III: RESEARCH METHODS	22
A. Type of Research	22
B. Research setting	22
C. Research Subject.....	22
D. Research Instrument.....	23
E. Data and Technique of collecting data.....	24
F. Technique of Data Analysis.....	24
G. Validity and Reliability of Data.....	24
H. Procedure of the Research	26
I. Writing Score.....	28
CHAPTER IV: FINDINGS AND DISCUSSIONS	29
A. Reconnaissance	
B. Research Findings.....	32
C. Discussion.....	46
CHAPTER V: CONCLUSIONS, IMPLICATIONS, SUGGESTIONS	67
A. Conclusions.....	67
B. Implications	68
C. Suggestions	68
REFERENCES	70
APPENDICES	72

LIST OF APPENDICES

Appendix A: Interview Guidelines	72
Appendix B: Interview Transcripts	74
Appendix C: Observation checklists	103
Appendix D: Field Notes	117
Appendix E: Course Grid	129
Appendix F: Lesson Plans	135
Appendix G: Learning Materials and Worksheets	148
Appendix H: The Writing Rubric	162
Appendix I: The Writing Scores	164
Appendix J: The Students' Writing	172
Appendix K: Attendance List	184
Appendix L: Photographs	185
Appendix M: Permit Letter	188

LIST OF TABLES

Table 1:	Correction Symbols	17
Table 2:	The Field Problems.....	29
Table 3:	The Students' Writing Skills in each Cycle	55
Table 4:	Comparison between Means and Ideal Mean.....	57
Table 5:	The Mean Scores for Five Aspects of Writing in the Pre-test.....	58
Table 6:	The Mean Scores for Five Aspects of Writing in Cycle 1	59
Table 7:	The Mean Scores for Five Aspects of Writing in Cycle 2	61
Table 8:	The Mean Scores for Five Aspects of Writing in the Post-test.....	63
Table 9:	The Categorization of the Students' Writing Scores Based on the Result of the Pre-test	64
Table 10:	The Categorization of the Students' Writing Scores Based on the Result of the Post-test	65

LIST OF ABBREVIATIONS

1. C : Collaborator
2. ET : English Teacher
3. HM : Headmaster
4. R : Researcher
5. SS : Students

LIST OF FIGURE

Figure 1: The Student's Writing in Cycle 1	48
Figure 2: The Student's Writing in Cycle 1	48
Figure 3: The Student's Writing in Cycle2	53
Figure 4: The Student's Writing in Cycle 2	53
Figure 5: The Students; Mean Scores in Pre-test and Cycle 1	61
Figure 6: The Students' Mean Scores in both Cycles	62
Figure 7: The Progress of Improvement of Students Writing Score.....	64

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ABSTRACT

This research was aimed to improve grade VII students' writing skills at SMP N 1 Ngemplak by using indirect feedback in the second semester of the 2013/2014 academic year. The subjects of the research were the researcher herself, the collaborator, and the VII C students of SMP N 1 Ngemplak. This research conducted in two months, started on February and finished on April.

This research belongs to action research. This research was done in two cycles. The first cycle was conducted in four meetings and the second cycle was conducted in three meetings. The data used in this research were qualitative and quantitative data. The qualitative data were obtained through observation and interviews. Tests (Pre-test, Progress test, and Post-test) were done to gain quantitative data. The actions implemented in this research were implementing indirect feedback during the learning process, using classroom English during the teaching and learning process, improving students' mastery of grammar and vocabulary.

The result of the research shows that the use of indirect feedback is able to improve students' writing skill. The students had improvement in terms of the content of the composition and they were also able to correct the mistakes based on the feedback given by the researcher. The use of indirect feedback improved the quality of learning and the students' writing skills. The students became more active during the teaching and learning process. In addition, the final result of the tests showed that their scores improved. The mean score increased from 62.90 (Pre-test) to 74.68 (Post-test).

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a means of communication. It is used for transferring information, ideas or feeling from one person to another. Because of the importance of language, people need to learn it. Furthermore, as the development in technology, people start to communicate not only with the people in the same country but also with other people from other countries. In communicating with foreigners, people use the international languages. As a result, people need to learn the international languages in order to be able to communicate with the foreigners communicatively.

There are some international languages. They are English, Spanish, French, and Chinese. One of those international languages which is commonly taught in schools is English. English is chosen because English is considered as a lingua franca. It means that English is widely used by people around the world.

In Indonesia, English is considered as a foreign language. Although English is rarely used as a means of daily communication, people realize about the importance of English in facing the globalization.

In Indonesia, English is taught from the Elementary level to the University level. Based on the School Curriculum, English is a compulsory subject. The students will also have English in the National Examination. Based on this fact, mastering English is an important thing. To be able to

master English, students have to master its skills. English skills are divided into two; they are receptive skills and productive skills. Receptive skills are listening and reading, while productive skills are speaking and writing.

The English teachers have to teach all English skills to the students including writing skills. Students are sometimes shy to express their idea orally, so they can express their idea through writing. Unfortunately, not all English teachers are aware of this fact. They do not really pay attention to the fact that not all students can speak English fluently, so writing skills are very important to help them expressing their idea.

Based on the observation held by the researcher while she was doing her PPL program, the English teacher gave more attention on speaking skills and less attention on writing skills. When the teacher taught writing, she just asked the students to look at the example on the book or LKS and gave brief explanation, and then asked the students to write and submit it. However, if teachers want to help students improving their writing skill, they should not only give exposures as much as possible, but also give appropriate feedback to students' writing. Teaching writing is always related to how to give feedback, both directly and indirectly.

However, not all teachers are able to give appropriate feedback to students, so the students can not do much with the feedback, the worse thing is that some students just ignore the feedback given by the teacher because they

do not know what the feedback means, what to do with the feedback and how to correct their work after getting feedback.

From the phenomena above, the researcher tries to find out an effective solution to improve students writing skill by implementing indirect feedback. Actually, there are some types of assessment that can be used by the teacher in teaching writing such as self-correction, pair correction, interactive, direct feedback, indirect feedback and other assessments. The reasons why the researcher chose indirect feedback are, first, for junior high school level this technique is appropriate enough since students still need guidance in correcting their errors, but they also need to learn to be independent. Unlike when teachers applying self-correction or pair assessment which the students have to do the correction themselves, indirect feedback allows teacher to give guidance for the students through the use of codes and let the students correct the errors themselves. Second, since the students correct the mistake themselves, they can memorize the errors they had made and how to correct it so they can avoid making the same mistakes. Ferris and Robberts (2002) in Eliis (2012) argued that indirect feedback can lead to long-term learning.

B. Identification of the Problem

Writing is an activity which requires an integration of grammar accuracy, vocabulary, and content organization. At school students are taught about these three skills, however most of the students still have low understanding on these materials. Based on the result of the observation done by the researcher, some

problems arising in writing class are students' motivation in writing class, and some problems related to writing technique.

Some students had low motivation in writing class. The indicators of the problem could be seen from their attitudes toward writing class. Some students did not participate well in the class. Every student had their own characteristic, some of them actively engaged in class activity but some others did not. Those who did not participate in class activity were enjoying their own business such as talking to their friends, drawing, daydreaming, or playing with their stationeries.

Some students also had problem related to writing technique such as developing ideas, the use of punctuation and capitalization, spelling, grammar accuracy, and vocabulary mastery. Organizing the ideas is the base step before developing the writing. When ideas jostle in mind, using all of them will make writing becomes too general or cover many different thoughts. The focus of the writing is not well established.

Some of the students did not know the right spelling of some words and their sentence construction was still influenced by Indonesian construction. As a result, some of them were also having problems in word order. For example, they wrote hair black instead of black hair. It is an example of student's mistake in word order which is influenced by Indonesian sentence construction.

Most of the students had low mastery of grammar and vocabularies. Students had low understanding of subject-verb agreement, the use of article,

pronoun and etc. Based on this fact, teachers should be able to find the best way in helping students to master all aspects related to writing skills.

C. Delimitation of the problem

There are a lot of problems in writing. There may be some techniques or methods which can solve some problems but do not work for some other problems. This research focused on improving grade VII students of SMP N 1 Ngemplak writing skills in terms of grammatical accuracy, organizing ideas, spelling and vocabulary by using indirect feedback. The researcher included the teacher in the preliminary observation, finding the problems, and narrowing the problems to be solved.

D. Formulation of the Problem

The researcher formulated the problems as follows: “How can indirect feedback be implemented to improve students’ writing skill?”

E. Objectives of the Problem

Based on the background of the problem, the study is carried out to improve the students’ writing skills by using indirect feedback.

F. The Significance of the Study

This research was conducted to find how the use of teacher’s indirect feedback can improve students’ writing skills in class VIIC of SMP N 1 Ngemplak. Therefore, the result of this research is expected to have some

advantages for the people who are concerned with language teaching and learning especially the following parties:

1. The teacher

Teachers can make use the research to enrich their assessment technique in teaching writing in order to improve student's writing ability. The result of this result can be consideration to teach more effectively, particularly in motivating the students through giving indirect feedback.

2. The students

Students will learn how to improve their writing skills through understanding the use of indirect feedback.

3. The other researcher

Another researcher who takes the same topic can use this research as a reference to conduct the research.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review related to the study. The discussions in this chapter are divided into three parts. They are theoretical description, relevant studies, and conceptual framework. Theoretical description discusses the theories which are relevant to the study. The previous researches that focus on the same topic is presented in relevant study, while the conceptual framework shows how the researcher relates the theory to the study.

A. Theoretical Review

This part discusses all the theories which are relevant to the study. The discussion is divided into four subparts. They are the theoretical review on writing, feedback, teachers' role, and descriptive text.

1) Writing

a. The Nature of Writing

Lenneberg in Brown (2001:334) argues that human beings universally learn to talk, but writing is a learned behavior. He made an analogy that writing is like swimming while speaking is like walking. Basically, human beings universally learn to walk and speak, but swimming and writing are an option. Those who are able to swim are those who learn them.

Writing goes to the productive skill with speaking. In writing, people communicate and express their thought with sentences. Writing in a foreign language, students not only need knowledge of grammatical rules, but they also need to know how to use the language appropriately based on the context, the way how the native speakers of a language communicate in the written form.

Writing is considered as the most difficult skill due to the many aspects that influence the good writing. Richards and Renandya (2002: 303) state that writing is the most difficult skill for second language learners. The difficulties lie not only in generating and organizing ideas but also in translating these ideas into readable text.

Some people may think that writing is only the changed form of speaking. It means that writing is only the orthographic representation of what had been said by a speaker. But, the fact is not as simple as this point of view. Brown (2000:335) states that writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, and how to edit text for appropriate grammar, and how to produce a final product. The facts make writing becomes the most difficult skill to master by the foreign language learners because they have to master the grammatical rule and the other aspects such as social, culture, etc. As stated by Richards (2002:303), second language writers have to pay attention to higher level of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

From some definitions above, it can be concluded that writing is process of thinking, drafting, and revising that needs good attention on coherence and cohesion.

b. Teaching Writing in Junior High School

The essence of teaching is guiding and facilitating students to learn. This is supported by Brown (2007: 17) who states that teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning. The statement implies that teaching can not be separated from learning. It means that when teaching writing, teachers not only teach about how to develop ideas and organize text, but teachers also need to teach how to write English sentences grammatically and systematically.

Teaching writing in Junior High School is considered important since English is one of the compulsory subjects. English learning in Junior High School is targeted to make students reach the functional level that is to communicate written and orally in solving daily problems. One scope of English learning at Junior High School is that students can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative and recount (Depdiknas, 2006). With regard to this, teaching English at Junior High School has an important role and should be paid attention seriously.

Students often make mistakes in writing. According to Edge (1959) as quoted by Harmer (2007: 99), mistakes can be divided into three board categories; slips, errors, attempts. Slips are when students make mistakes and they can correct

themselves when the mistakes have been pointed out to them. Errors are when students can not correct the mistakes by themselves and they need explanation to correct the mistakes. Attempts are when the students try to say something but they do not know yet the correct way of saying it.

In line with that, Lewis (2002: 8) argues that an error arises when students communicate in more complicated language than they have learnt, whereas mistake is something they can correct themselves if they take time. Regarding to this fact, students need feedback to know how well their performance is. It is supported by Cathcart and Olsen (1976) in Brown (2000: 237) that students expect their teachers to treat their language errors or mistakes and inappropriateness. Harmer (2004: 108) also claims that students expect feedback on what they are doing or what they have done. Thus, students need feedback to improve their ability.

c. The Process of Writing

Richards and Renandya (2002: 316) define the process of writing as a classroom activity incorporates the four basic stages, those are planning, drafting, revising, and editing and three other stages externally imposed on students by teacher namely responding, evaluating, and post writing. Below is the explanation of the four basic stages of writing.

1) Planning

In this stage, students are encouraged to start their writing. There are several activities that can be conducted by the teachers in this stage. They

are group brainstorming, clustering, rapid free writing, and wh-questions. Those activities stimulate students to get ideas on what they are going to write.

2) Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing is drafting. At this stage, the students are focused on the fluency of writing and are not preoccupied with the grammatical accuracy or the neatness of the draft.

3) Revising

After finishing a draft, the writer will read again his writing to know how effectively they have communicated their meanings to the readers. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the readers.

4) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

d. Types of Writing in Classroom Performance

Brown (2004: 220) divides a written performance into four categories that capture the range of written production; imitative, intensive, responsive, extension. The explanation of the categories is presented below.

1) Imitative

This category includes the ability to spell correctly and to perceive phoneme – grapheme correspondences in the English spelling system. At this level, the students are trying to learn the mechanics of writing. The focus of this stage is the form, while context and meaning become the secondary concern.

2) Intensive

At this level, the ability to produce appropriate vocabulary within context, collocations and idioms, and use correct grammatical focus become the main focus. Context and meaning are still importance in determining correctness and appropriateness although most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the teacher.

3) Responsive

At this level students need to perform a limited discourse level, connecting sentences into a paragraph and create a logically connected sequence of two or three paragraphs. Genres included in this level are brief narrative and descriptions, short reports, lab reports, summaries, brief responses to

reading, and interpretations of charts or graphs. The focus of this level is mostly at discourse level, with a strong emphasis on context and meaning.

4) Extension

In extension writing, achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, engaging in the process of multiple drafts to achieve a final product become the focus. The focus on grammatical form is limited to occasional editing or proofreading of a draft.

2) Feedback

a. Definitions of Feedback

Feedback is the teacher's response to the students' work. It is supported by Wajnryb (1992: 49) who states that feedback refers to responses given by the teacher to what students produce in the classroom. Furthermore, Ur (1996: 242) says that in the context of teaching, feedback is information given to the students about their performances of the learning task, usually with the objective of improving their performance.

By getting feedback, students can improve the quality of their performances. As stated by Ellis (1998: 274) that feedback is the identification and correction of learners' errors and the positive reinforcement of current utterance. From those definitions above, it can be concluded that feedback is teacher's response of the students' performance and aimed to improve their performance.

b. Purposes of Feedback

According to Lewis (2002: 3), there are several purposes of giving feedback to the students. The purposes of giving feedback are explained below.

1) Feedback provides information for students and teachers

Feedback is a way for teachers to describe their students' language mastery. It gives teachers information about the students' progress, both individually progress or collective class progress, and indirectly, it is a form of evaluation on their own teaching. For students, feedback is an ongoing form of assessment which is more focused than marks/grades. By showing students' weaknesses and strengths, the comments give provide information about individual progress, unlike marks/grades, which tend to compare one student to another.

2) Feedback provides students with advice about learning

Teachers can provide students with more than simply description of their language use. Comments can also be made in students' learning process.

3) Feedback provides students with language input

Teachers' written feedback provides students with meaningful and individual learning input. Teachers' words, both in their form and purposes, illustrate how language is used in one-to-one communication. That is why it is important to extend students' language by writing comments in language at a slightly higher level than the students' own current language use.

4) Feedback is a form of motivation

Feedback can be more motivating than marks/grades. It can encourage students to study and to use language better by taking into account whatever the teacher knows about the students' attitude.

5) Feedback can lead students toward autonomy

One long-term purpose of feedback is to lead students to the point where they can find their own mistakes.

Regarding the many benefits of giving feedback, especially for the students, feedback is best given in every student's performances in order to inform them about the quality of language they have mastered. Students can get more knowledge from feedback they receive and it allows them to improve their performance in the future.

c. Sources of Feedback

There are three main sources of feedback proposed by Lewis (2002: 15-23).

The three main sources of feedback are explained as follows.

1) Teacher's feedback

In many classes, teachers are the main source of feedback. Teachers help students by giving some outline of how to write well and check the content and the written mistakes.

2) Peer feedback

Peer feedback is a strategy to improve the quality of written assignments.

Students then have the opportunity to make revisions prior to submit the assignment to the teacher.

3) Self-correction

Self-correction means that students correct and evaluate their own works.

It may increase students' independence as they are expected to find their own mistakes. Since they are expected to find their own mistakes, they are also expected to remember what mistakes they have made so that they will not make the same mistakes in the future. On the other hand, it is difficult to seek mistakes in writing without being helped by other people.

Someone who has finished the writing will claim that there are no mistakes in his/her writing since he/she has his/her own point of view.

d. Indirect Feedback

The feedback given to the students is based on what stage the students are on, what are the mistakes, etc. Harmer (2007:147) states that the way teachers give feedback on writing will depend on the kind of writing task the students have undertaken, and the effect the teachers wish to create. So, teachers must be able to decide what kind of feedback needed by the students.

There are some kinds of feedback that can be used in correcting written work, such as self-correction, peer correction, direct feedback, indirect feedback, etc. One of the most effective feedbacks in written work is indirect

feedback. Indirect feedback is an effective technique to help the learners find and then correcting their mistakes.

Hyland (2006:83) states that indirect feedback is feedback given where the teachers highlight the errors by underlining, circling, providing a code, etc. but gives the students the opportunity to fix errors themselves. When we use indirect feedback, we just give codes in students' errors and let them fix the errors themselves. In giving indirect feedback there are two techniques that can be used. These techniques are proposed by Harmer (2007:147):

1) Responding

Responding means we give general comment to students' writing. Harmer (2007:147) argues that when responding written work, we say how the text appears to us and how successful we think it has been before suggesting how it could be improved.

2) Coding

Coding means we give codes to indicate that students have made mistakes in their written work. Different teachers use different symbols, the table below shows the common symbol listed by Harmer (2007:149)

Table 1. Correction Symbols

Symbol	Meaning	Example error
S	A spelling error	The <u>answer</u> is obvious.
WO	A mistake in word order	He <u>played yesterday</u> football.
G	A grammar mistake	I am going to buy some furnit <u>ure</u> s.
T	Wrong verb tense	I <u>have seen him</u> yesterday.
✓	Something has been left out	He told he was sorry.
WW	Wrong word	I am interested on jazz music.

{ }	Something is not necessary	He was not {too} strong enough.
?M	The meaning is unclear	That is a <u>very excited</u> photograph.
P	A punctuation mistake	Do you like <u>l</u> ondon.
F/I	Too formal or informal	Hi Mr Franklin, Thank you for your letter...

3) Teacher's Role

According to Harmer (2007: 261) teachers' role in writing class are as a motivator, resource, and feedback provider. The roles of teachers in writing class are further explained as follow.

1) Motivator

One of the principal role in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them if the usefulness of the activity, and encouraging them to make as much efforts as possible for maximum benefit. This may require special and prolonged effort on teachers' part for longer process-writing sequences.

2) Resource

Teachers should be ready to supply information and language where necessary. Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.

3) Feedback provider

Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers will

choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

4) Descriptive Text

a. Definition

Anderson (1998: 26) describes a descriptive text as a text describing a particular person, place or thing. A descriptive text differs from an information report because it describes a specific subject rather than a general group.

b. Descriptive Scaffold

According to Anderson (1998: 26-27), there are three scaffolds of a descriptive text. The explanation of the scaffold is presented below.

1) A general opening statement

The statement introduces the subject of the description to the readers. It may give brief details about when, where, who or what of the subject.

2) A series of paragraphs about the subject

Each paragraph in this part describes one feature of the subject. Each paragraph usually begins with a topic sentence and it previews the details that will be contained in the remainder of the paragraph. These paragraphs build the description of the subject.

3) A concluding paragraph (optional)

The concluding paragraph signals the end of the text.

B. Relevant Studies

The researcher chose this topic because she realizes the importance of feedback and some researches had proven that indirect feedback can be used to improved writing skills. Riyani, in her thesis entitled “Improving the Students’ Writing Skills through Feedback”, states that feedback can be used to improve writing skill. Her research aimed to find out how far teacher’s feedback improve the students’ writing skill and to find out how far teacher’s feedback improves the quality of teaching writing in SMP Negeri 16 Surakarta. The result of the research shows that teacher’s feedback can improve the students’ writing skill. It can be seen from the numbers of students who can make use of teacher’s feedback to improve the content and the language of their composition. In the first cycle, there are 23 students who can make use of teacher’s feedback to improve the content of their composition and 28 students who can make use of teacher’s feedback to improve the language of their composition. Those numbers increased in second cycle. There are 29 students who can make use of teacher’s feedback to improve the content of their composition and 34 students who can make use of teacher’s feedback to improve the language of their composition. The improvement of the students’ writing is also reflected in the test scores. The mean score of the test result are 58.5 for pre-test, 72.6 for the post-test 1 and 74 for the post-test 2.

Another research on the similar topic was also conducted by Endah Kurniawati. Her thesis entitled “Improving Students’ Writing Skills of the Tenth Grade Students of SMA N 1 Sewon through Teacher’s Indirect Coded Feedback in the Academic Year of 2012/2013” was aimed at improving students’ writing

skills through the use of teacher's indirect coded feedback in Class XB of SMA N 1 Sewon. The result of the study shows that the use of teacher's indirect coded feedback improves the students writing ability. Students' writing mistakes in five aspects namely content, organization, language use, vocabulary, and mechanic of writing can be reduced by applying teacher's indirect coded feedback.

Based on the success of those studies, the researcher believes that her research on the use of indirect feedback to improve grade VII students' writing skills at SMP N 1 Ngemplak can be successful.

C. Conceptual Framework

Some problems in writing commonly faced by the students are content, organization, vocabulary, and language use. Therefore, students do need teacher's help to improve their writing. One way that can be applied to improve students' writing is by using indirect feedback. As what have been discussed above, indirect feedback has some advantages. Through indirect feedback, teachers can give comment for all aspects of students' writing and the students still have the chance to fix the error themselves. Since the students fix their errors themselves, they will remember what errors they have made and how to fix it, so they can avoid making the same errors.

Based on the advantages that the indirect feedback has, the researcher got motivation to conduct research on improving the grade VIII students' writing skill through indirect feedback at SMP N 1 Ngemplak.

CHAPTER III

RESEARCH METHODS

A. Type of Research

This research belongs to action research in collaboration with the school headmaster, school management, the English teacher and the seventh grade students.

B. Research Setting

1) Place

This research was conducted at SMP N 1 Ngemplak. SMP N 1 Ngemplak is located at Jangkang, Wedomartani, Ngemplak, Sleman, Yogyakarta. It has eighteen classes divided into six classes for each grade. The school has some facilities to support curricular and extracurricular activity such as a language laboratory, a multimedia laboratory, a library, and a hot spot area which are not frequently used to support the English teaching and learning process. The number of books in the library is limited and the collection is limited to textbooks and some bilingual story books.

2) Time

This research was conducted in two months, February – April 2014. It was started on February 22, 2014 and finished on April 26, 2014

C. Research Subjects

The subjects of the research were the researcher herself, collaborator and the students of class VII C at SMP N 1 Ngemplak. In this research, the researcher

acted as the teacher and the collaborator were Resty Annisa Arrohmah and Nofi Yulianti. Both of them are English Education students of Yogyakarta State University. Class VIIC of SMP N 1 Ngemplak consisted of thirty two students, sixteen male students and sixteen female students. The student took part in the teaching and learning process and interviews during the research.

D. Research Instrument

The instruments used to gather data in this research are listed below.

1) Interview guideline

The Interview guideline is used as a guide when the researcher did the interview with the teacher, collaborator, and students. The interview guideline is used in order to run the interview in the right procedure.

2) Observation sheet

Observation sheet is a media used to get information about students' writing ability after indirect feedback given to the students. The observation sheet consists of two parts. The first part is about the researcher activities and the second part is about students activities during the teaching and learning process. The observation sheet was referred by putting a check or mark to statements of teaching and learning process which had been done.

3) Students' writing task

Students' writing task is media to get information about students' writing ability after indirect feedback given on students' writing whether there were improvements of students writing ability or not.

E. Data and Technique of Collecting Data

This study has two kinds of data. They are qualitative data and quantitative data. Qualitative data is the description of the process during the action, interview transcript, observation checklist, and students' writing tasks; while quantitative data is the result of students' writing task before and after the implementation of the action. To get the data the researcher did interview with the teacher, collaborator, and the students. She also did classroom observation and do testing and evaluating students' writing.

F. Technique of Data Analysis

Since there are two kinds of data in this research, there are also two techniques of data analysis that would be done by the researcher. The qualitative data such as the interview transcript, field note, and observation checklist will be analyzed by describing and interpreting them. After that, the researcher can know the progress of students' writing ability from the description and interpretation. Meanwhile to analyze the quantitative data, the researcher would compare the students' writing score from pre-test, post-test 1, and post-test 2.

G. Validity and Reliability of Data

Burn (1999: 161-162) proposes five criteria of validity of action research. The explanation of the five criteria is presented below.

1) Democratic validity

Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. Democratic validity was gained by interviewing the research members. The collaborator, English teacher, and the students were given opportunity to give their opinions, ideas, advices, and comments about the implications of the actions.

2) Outcome validity

The results of the actions in each cycle were evaluated to measure whether actions were successful or not. A problem solving used to modify the next cycle was taken from the first result.

3) Process validity

Process validity raises question about the ‘dependability’ and ‘competency’ of the research. It was applied to validate the data by observing the teaching and learning process during the implementations of the actions.

4) Catalytic validity

This criterion relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. To gain this

validity, the research participants were allowed to make possible changes and deliver their perceptions of the problems in the research setting and teaching learning process.

5) Dialogic validity

Dialogic validity parallels the processes of peer review which are commonly used in academic research. Researcher shared ideas and opinions related to the implementations of the action with the English teacher and the collaborator.

In order to get trustworthiness, the researcher did triangulation. Burns (1999: 63) states that triangulation is a way of arguing if different methods of investigation produce the same result. Through interviews with students and collaborator, and also classroom observation, the different opinions of some respondents were identified to have valid data in common.

Reliability of qualitative data was gained through genuine data and the reliability of quantitative data was gained by giving equal tests for the evaluations of students' writing skills in every writing task given to the students. Then, the writing scores for each student were obtained from two raters. Since the inter-rater reliability was achieved, the score were reliable.

H. Procedure of the Research

Referring to Kemmis and Mc Taggart's concept of action research which is cited in Burns (1999: 32) the researcher set the procedure of the research as follows.

a) Reconnaissance

Researcher conducted reconnaissance step to find out information concerning students' writing ability. The problems collected from the field by observing the teaching learning process and interviewing the teacher and students. Based on the interview and observation in SMP N 1 Ngemplak, the researcher found and identified the existing problems. In relation with learning, there were five problems related to students' writing namely content, organization, vocabulary, language use, and mechanic. In reference to the interview conducted by the researcher with the students of class VII C and the teacher, the major problem of the students were the inappropriate grammar uses, incorrect spelling, and wrong punctuations. Additionally they also did not know how to correct their mistakes in their own writing ability.

b) Planning

After the researcher identified the problems, she planned some actions that can be implemented to solve the problems. She also developed some lesson plans and the materials. This stage also included the process of preparing the instruments used to collect the data.

c) Action and Implementation

Then the actions that had been already planned would be implemented to solve the problems. The actions were implemented in two cycles. The two cycles consisted of three meetings with different topic. During the implementation of the actions, the researcher and the collaborator would observe and take notes of anything happened in the class.

Based on the observations, field notes, and interview with the students, the researcher and the collaborator discussed the implementation of the actions. It was done in order to know whether the actions improve the students' writing skills or not.

d) Reflection

After the researcher conducted the action completely, she and the collaborator had reflections. The data collected from the observation were discussed in order to evaluate whether the actions improved the students' writing skills or not. If the actions carried out were successful, the researcher planned to continue to implement them by giving different topics of descriptive texts to the students. However, if the actions were not successful, the researcher tried to find the suitable actions to give indirect feedback to the students so that the students would get better understanding and would be able to improve their writing skills.

I. Writing Score

To assess students' writing score, the researcher used the scoring rubric by Jacobs et al. (1981) as cited in Weigle (2002: 116). The Assessment focused on five components of writing namely content, organization, vocabulary, language use, and mechanic. The table of the scoring rubric is presented in the appendices.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the how the actions were implemented by the researcher. The explanation of the result of this research is broken down into three sections: reconnaissance, research findings, and discussion.

A. Reconnaissance

1. Identification of the Field Problem

The research was started by gathering information from the English teacher and grade VII students of SMP N 1 Ngemplak. It was done by interviewing the English teacher, the students, observing the teaching learning process, and conducting a pre-test. The problems found by the researcher at the beginning of the research are as follows.

Table 2. The Field Problems

Categories	Problems
1. The use of media	- The teacher rarely uses writing prompting media.
2. Teacher's teaching style	- Using grammar exercise from books and purchased worksheets commonly used at school.
3. Students' motivation	- Low motivation in learning English.
4. Students' interaction a. with peers b. with the English teacher	- mostly disturbing their friends - talking to their friends during the lesson - Limited to those who sit in the front rows. <div style="text-align: right;">(continued)</div>

(continued) 5. Students' participation	<ul style="list-style-type: none"> - Not concentrating on the lesson - Only students in the front rows participate in the lesson - Rarely volunteering in learning activities.
6. Students' writing skills	<ul style="list-style-type: none"> - On average, having problems in developing ideas, using correct grammar, vocabulary, text organization, and vocabularies.

The following is the interview with the English teacher which revealed the problems in the field.

R	: <i>"Begini bu, kalau mengajar writing kesulitannnya apa saja ya bu?"</i> ("What are your difficulties when you teach writing, Mam?")
T	: <i>"Kalau writing tuh anak-anak masih kesulitan tentang kosa katanya mbak, sama tensesnya."</i> ("When writing, students have difficulties related to grammar and tenses.")
R	: <i>"Berarti berhubungan dengan vocabulary sama grammar ya bu?"</i> ("So it is related to vocabulary and grammar, Mam?")
T	: <i>"Nah iya itu mbak. Grammar. Masih pada kesulitan. Kan anak-anak ini masih kelas tujuh, jadi ya belum paham betul tentang grammar. Ngajarinnya juga harus pelan-pelan ini mbak nisa, soalnya kalo saya ajak lari takutnya malah mereka gak paham. Saya kalo ngajar yang pelan aja yang penting anak paham, gitu mbak."</i> ("Yes, that's right, Miss. Grammar. They still have difficulty on it. Furthermore, they are still in grade seven, so the have not really understood about grammar. We should teach them slowly, Miss. If we taught fast, I am afraid if they would not understand. When I teach them, I teach slowly so they will understand.")
R	: <i>"Apakah anak-anak mempunyai motivasi untuk menulis bu? Apa mereka juga confident dalam menulis?"</i> ("Do the students here have good motivation in writing, Mam? Do they have good confident too?")
(continued)	

(continued)

T : *“Kalau motivasi mereka punya mbak, sedikit-sedikit ada mbak. Tapi kalau confident, gimana ya? Ya ada sih, tapi masih rendah kalau dibandingkan sama motivasinya. Mereka kadang juga masih suka nyontek pekerjaan temannya, nyontek dari buku atau LKS, mbak. Jadi ya masih ada beberapa kebiasaan buruk yang harus diperbaiki.”*
 (“They have little motivation. In terms of confidence, how to say it, Miss? Yes, they have, but it’s lower than the motivation.”)

R : *“Kalau pelajaran writing biasanya kegiatannya ngapain saja bu?”*
 (“What activities do the students do in writing class?”)

T : *“Paling sering mereka saya suruh mengerjakan latihan-latihan yang ada di buku atau di LKS mbak.”* (“I usually ask them to do the exercises on the book or the purchased worksheet.”)

(Interview 01/01/15/2014)

The problems were then selected based on the immediate implications for the teaching and learning process of writing, the students’ discipline in following the lesson, and students’ writing skills. As the focus of this research is improving the students’ writing skills, the problem selected were:

- a. Students’ skills in developing ideas,
- b. students’ mastery of organization of descriptive text,
- c. students’ skills in using grammar, and
- d. students’ mastery of vocabulary.

3. Determining the Actions to Overcome Selected Problem

Based on the selected problem to overcome, the researcher and the English teacher agreed to do the following actions to improve students’ writing skills.

- a. The researcher planned use indirect feedback to improve students’ writing skills. The researcher gave feedback to students’ writing in terms of the content of the text, text organization, the use of vocabulary, grammar, and

mechanic. Then, the researcher let the students to correct their work by themselves.

- b. Then, to improve students' mastery of text organization, the researcher planned to give some examples of descriptive text and provide practices to arrange jumbled paragraph into a good descriptive text.
- c. Next, to deal with students' mastery of vocabulary, the researcher planned to play games which related to vocabulary mastery.
- d. In terms of grammar mastery, the researcher planned to give explanation on simple present tense.

B. Research Findings

The research finding were taken from the beginning of the research until the last teaching-learning process done in this research. The research consisted of two cycles. There were four meetings at the first cycle and three meetings at the second cycle. The findings can be explained as follows.

1. Report of Cycle 1

a. Planning

After doing the preliminary observation and interview with the English teacher and the students of class VIIC, the researcher made a preparation to conduct the research. She developed lesson plans and materials for the first cycle. She made one lesson plan for one cycle. She prepared the teaching material based on the topic stated in the curriculum. The material was about descriptive text and

the theme was My Family. For the first cycle, she planned to have three meetings. The meeting was conducted once a week. Before doing the teaching in the class VII C, she gave a pre-test to the students. It was aimed to know their writing skills.

In the first meeting, she planned to give examples of descriptive text and its language features. In the second meeting, she discussed about simple present tense and asked the students to write a description about one of their family members. And in the third meeting, she introduced indirect feedback to the students and asked them to revise their work based on the feedback she had given.

b. Action and Observation

In implementing the action, the researcher played a role as a teacher. She was helped by one of her friend in observing the students and in overcoming the problems arising in the class during the teaching learning process. The researcher did the teaching-learning process by applying Genre Based Approach which consists of four stages: building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text.

In the building knowledge of the field, the researcher build students' background knowledge by giving pictures and asking some questions related to the pictures. In the second stage, modeling of the text, she gave examples of descriptive texts to the students and discussed the content of the texts. The researcher discussed the language feature of descriptive text and asked the students to work in small group to do some exercises in the joint construction of

the text stage. In the independent construction of the text, she asked the students to write a descriptive text individually.

Unfortunately, since the students needed more time in understanding the materials, especially simple present tenses, the researcher needed one additional meeting in this cycle. So, there were four meetings in the first cycle. The detail description of each meeting is presented as follows.

1) First Meeting

The first meeting was held on February 22, 2014. The topic was *My Family*. In short, the teaching and learning process ran as follows. First the researcher introduced the topic and explained the objectives of the study to the students. Then, she showed a picture and asked some questions related to the pictures.

After that the researcher distributed the worksheets to the students. Then, she tried to recall students' understanding on descriptive text by asking what descriptive text is. Some students could answer the questions but some others did not. Then, the researcher read an example of descriptive text. All of the students paid attention to her. After reading the text, she asked students to read the text aloud. In reading the text, the student still did mispronunciations so she corrected the student whenever he made errors. Then, the researcher and the students discussed the text. After that, she asked the students to do the comprehension questions. After the students finish doing the comprehension questions, they

discussed the answers with the researcher. Some of them actively took part in the discussion.

The researcher explained about the descriptive text after discussing the answer of the comprehension questions with the students. Since the English teacher had also explained about it, the researcher did not find any meaningful difficulties. Then, the researcher asked the students to read another example of descriptive text and do the next exercise. In this exercise, the students were asked to rewrite the text based on its generic structure in the provided column.

Then the researcher explained about the adjective order used to describe something or someone. All of the students paid good attention to her. Next, she conducted a simple game. To do this game, she needed eight students. First, she asked to the students who wanted to be the volunteers. Unfortunately, the students were shy and no one wanted to be the volunteer. So, she pointed eight students randomly. In this game, the researcher stuck eight pictures on the board and distributed the description to the students and they were asked to decide which picture was being described in their text and write down the name under the picture. The students did the games enthusiastically.

There were still two exercises left but the bell had rung so the researcher let the students do the exercises as their homework. Then, she summarized the lesson and ended the class.

2) Second Meeting

The second meeting was conducted on March 1, 2014. The topic was still my family. Before starting the lesson, the researcher told the students about what activities they were going to do in that meeting. Then she reviewed the materials in the last meeting and asked the students about their home work. All students did the home work. Then the researcher discussed the home work briefly.

Next, the researcher explained about the simple present tense. Since the students still had low understanding of this material, it took longer time for the researcher in explaining the materials. Most of the students paid attention to the researcher's explanation and took notes on the important aspects. Then, the researcher distributed the worksheet to the students and asked them to do the first task. In this task, the students were asked to rearrange jumbled words into good sentences. This activity was aimed to enable students to get better understanding on simple present tense.

After all students had finished doing the task, the researcher and the students discussed the answers. The researcher asked the students to write the answer on the board and discussed whether their answers were right or wrong and then she also asked the students to decide which were the subjects, the predicates, the objects and the adverbs of the sentences. The students did the task quite well. Then, the researcher summarized the lesson and told the students about next meeting activities. The researcher closed the lesson by saying goodbye.

3) Third Meeting

The third meeting was held on March 8, 2014. The researcher reviewed the last materials to refresh the students' memory. Then the researcher distributed worksheets to the students and asked them to do it. The students were asked to rearrange jumbled paragraphs into a good text. After all students had finished rearranging the jumbled paragraphs, the researcher and the students discussed the answer.

The researcher did a brief review on the first and second materials and then asked the students to write a description about one of their family members. At first, the students complained that they could not do the task. The said, "*susah miss, gak bisa.*" Then, the researcher encouraged the students to do the task. They were allowed to open their dictionary but they were prohibited to discuss with their friends. The students started to write, while the researcher walked around the class to make sure that the students did the task properly and to give individual feedback for those who needed it.

After the students finished their writing, they handed their work to the researcher. Then, the researcher summarized the lesson and told the students what they were going to do in the next meeting.

4) Fourth Meeting

The fourth meeting was held on March 15, 2014. The researcher told the students that on that day they acted as an editor, they would correct their writing. Then, the researcher distributed a copy of the codes she used to give feedback to

the students. She also explained what the codes meant and gave examples on what mistakes commonly did by the students and how to correct their mistakes.

The students suggested to the researcher to have an outdoor class. The researcher agreed and then she instructed the students to the volley ball field. At first, the students were confused because they had never done such activity before. So, the researcher asked the students to have small group discussion and help one another to correct their work. The researcher also walked around to help the students.

Although most of students found some difficulties in revising their writing, with small group discussion and the researcher's assistance, they could finish their task. After all students had finished, the researcher asked them to back to the class room.

c. Reflection

The researcher did reflection to evaluate the teaching and learning process she had done in the first cycle. After the implementation of indirect feedback, the researcher found some positive results.

Firstly, some students started to show positive attitudes toward writing. It could be seen from the students' activeness and seriousness in doing the task given by the researcher. In doing the task, some students looked very serious, they did not cheat or imitate someone's work liked what most of their friends did. They used their own idea. They just asked about the vocabularies to the researcher.

The improvement of students' writing skill could be seen from the students' ability in improving the content and the organization of the text. Some students were also able to correct their works based on the feedback given by the researcher but some others were still confused.

Besides finding that there were some improvements after the implementation of indirect feedback in cycle 1, the researcher also found that there were some problem in the first cycle, those are:

- 1) There were some students who were reluctant to write. They seemed afraid in making mistakes.
- 2) The students still found difficulties in constructing sentences.
- 3) The researcher did not give enough time in explaining about grammatical aspects because the lack of time.
- 4) Some students found difficulties in understanding the feedback given by the researcher since it was written in the form of codes and they had not really understood what the codes mean. Beside that, it was the first time for them dealing with such activity.
- 5) The researcher did not manage the class well enough so that sometimes some students were busy with themselves and finally they did not join and understand the lesson well.

Regarding to the fact that the first cycle still had some weaknesses beside the successful aspect it had, the researcher decided to take the second cycle in order to make better improvement of the students' writing skill.

2. Report of Cycle 2

a. Planning

The reflection demanded the researcher to do better efforts in improving the students' writing skill. Based on the result of the first cycle, it could be seen that there were several problems needed to be solved. The researcher decided to take the second cycle to solve the problems. She decided to give more examples of descriptive text to deepen students' understanding of the generic structure and the language feature of descriptive text. She also planned to give more explanation on objective pronoun and possessive pronoun since in the first cycle there were some students who had not understood about them. The researcher would also explain more about the use of indirect feedback.

In this cycle, the researcher decided to teach descriptive by using the different topic. In this cycle, the researcher chose *MyIdol* as the topic. She also tried to give enough explanation about the grammatical aspect and indirect feedback. Before the students corrected their work based on the feedback, she explained again about indirect feedback and gave examples which were directly taken from the students' mistakes. The researcher also tried to manage the class in an appropriate way so that the students could join the class optimally.

b. Action and Observation

The researcher implemented the action in three meetings. The detail descriptions of each meeting are presented as follows.

1) Fifth Meeting

The fifth meeting was held on April 5, 2014. The topic was *my idol*. The researcher told the objectives of the lesson to the students. She also asked about the students' difficulties in writing a descriptive text. They admitted that they still had low vocabulary mastery and low understanding of grammar. Then, the researcher explained about the adjective order and pronouns. Actually these materials had been discussed in the first cycle, but since the students still made some mistakes in terms of adjectives group and pronouns, the researcher decided to give more explanation.

The researcher wrote some sentences with incorrect adjectives group and incorrect pronouns and then asked the students to discuss the correct form of those sentences with their partner. Then, she asked some students to come in front of the class and write the correct answer. There was no one of the students who wanted to be a volunteer, so she called on the students randomly. After the students had finished correcting the sentences, the researcher and the students discussed whether the answers were correct or not.

After that, the researcher conducted a game named "*adjective game*". In this game, students were asked to write three adjectives in a paper given by the researcher. Then they had to exchange their paper with their friend who was in fifth count to the left. After they got their friend's paper, they were asked to write the meaning of the adjectives and then exchanged again their works to the next fifth friends in their left. Next, they had to write a sentence by, if possible, combining those three adjectives in one sentence. If it was difficult to combine the

adjectives in a sentence, they were allowed to make a sentence with one adjective only. In this part, they would apply their understanding of adjective group. Then, the researcher asked three students to write their sentences on the board and then discussed together with all students. The students were excited in doing the games, but some of them had difficulty in finding the meaning of some unfamiliar adjectives so the researcher let them open their dictionary.

The researcher then distributed a handout to the students. The handout consisted of some pictures of famous figures and some questions related to the pictures, an example of descriptive text describing a famous figure named Agnes Monica and an exercise related to the text. Then the researcher asked the students to look at the first task. They were asked to look at the pictures and answer the questions. The researcher asked the students to give simple description of the picture. Most of the students actively took part and describe the picture by saying “She is beautiful. She is a famous artist. She is a beautiful singer. etc.”

Next, the researcher instructed the students read the text in the task 2. Before asking the students to do the task, she discussed the meaning of the text with the students. Then, she asked the students to do the exercises. The students did the exercises very well. Then the researcher and the students discussed the answer. Before ended the lesson, the researcher informed the students to bring a picture of their favorite idol in the next meeting. After that, the researcher summarized the lesson and closed the class.

2) Sixth Meeting

The sixth meeting was conducted on April 12, 2014. In this occasion, the researcher conducted “*Who I Am*” game and then asked the students to write a description about their favorite idol. To conduct the game, the researcher divided the class into eight small groups which each group consisted of four students. Then, each group was given a picture of famous artist. In preparing the pictures, the researcher discussed with the collaborator about the artists that might be well known by the students, so the students did not get any meaningful difficulty in doing the games. After all groups had got a picture, the researcher told the students about the rules of the games. First, the students could not let the other group know about their group’s picture. The students were allowed to open the dictionary and they only had ten minutes to write the description.

After all groups had finished writing the description, the researcher pointed three groups to send their two representatives to come in front of the class. One representative read the description and the other groups had to guess who was being described. Then, another representative wrote the description on the board. After all the representatives of the three groups had finished writing the description, the researcher gave indirect feedback on the students’ writing in the group and asked the other groups to correct the mistakes. This activity helped the students to have better understanding about the use of indirect feedback and how to correct the mistakes. The students were excitedly in correcting their friends’ mistakes. Next, the researcher discussed with the students whether the correction

had already correct or still incorrect. Then, the researcher asked the students to hand in their works.

The researcher continued the lesson by distributing a worksheet to the students and explaining to them what they were going to do. The students were asked to write description about their favorite idol. The students were allowed to open their dictionary but they were not allowed to discuss with their friends. Since there were some students who did not bring dictionary, the researcher asked them to borrow dictionary at the library. While the students were doing the task, the researcher moved around the class to give help to students who needed it. The researcher also checking students' writing in the game conducted in the former activity. Most of the students did not find any difficulty in doing the task. It could be seen from the students' attitudes. They were enjoyed writing and did not disturbing the other friends. When they got difficulty in terms of vocabulary, they no longer asked the researcher or their friends. They would first check the dictionary and of they could not find the word, they would ask the researcher. Unlike in the first cycle when most of them complained and told the researcher that writing was difficult, in this cycle there was no one of the students complained about the task. After all students had finished their writing, the researcher asked them to submit the work. Then, she distributed their writing of the former activity which had given feedback by the researcher and asked them to revise it at home. Finally she closed the class.

3) Seventh Meeting

The seventh meeting was held on April 19, 2014. The main activity was revising students' work. Firstly, the researcher asked the students to submit the homework. Then, she gave general feedback to the students and showed the common mistakes made by the students. Based on the analysis of students' writing in cycle two, the students still made some mistakes in grammatical aspects, such as inappropriate use of pronouns, subject – verb agreement and the use of articles. The researcher then re-explained about these materials. The students paid attention to the researcher's explanation seriously.

After all the students had understood, the researcher gave their writing back and asked them to correct their work based on the feedback that the researcher had given to them. Most of the students had understood about the codes used by the researcher and they also could correct the errors. The researcher walked around the class to help the students who needed her help. After all students had finished correcting their writing, the researcher asked them to submit the works. Then, she closed the lesson.

c. Reflection

Regarding the target she wanted to achieve, that is improving students' writing skills, the researcher found that the result of the actions was satisfactory. Overall, it can be said that indirect feedback works well in improving students' writing skill. It could be seen from some aspects. First, from the students' attitude towards learning, the students showed positive attitude toward the writing activity.

Some students who had not been active and serious in doing the task at the first cycle started to be active and serious in doing the task. Students were no longer shy to be actively took part in the teaching learning process.

The second aspect indicated the success of the action is the students' ability in understanding the feedback and correct their mistakes. It can be seen from the interview transcript that most of the students stated that they had better understanding about indirect feedback. The improvement could also be seen through the mean score of the second post-test conducted at the end of the action.

However, these achievements do not mean that the actions done by the researcher is already perfect. The use of indirect feedback is only one of many ways in improving students' writing skills. The success of the actions do not mean that applying indirect feedback is a simple thing to do. The activity required much time to read and meaningful respond to each student's writing. It also required more effort to explain to the students about indirect feedback since most of the students were rarely got such treatment.

However, by considering the improvement above, the researcher concluded that indirect feedback could improve students' writing skills especially on the grammatical aspect. Besides, the students showed more positive attitudes towards indirect feedback. Although they are sometime seemed confused by the codes used in the feedback but they were not reluctant to ask, the students seemed to have more courage to write and ask about anything they did not understand. Therefore, the researcher decided to stop the cycle.

C. Discussion

This research was conducted on February 22 – April 26. In general, the research had achieved the goal that was expected by the researcher that is to improve students' writing skill. The success of the research can be seen from the students' score in writing and also the description of students' attitude toward writing class. The discussions of each indicator are presented as follows.

In the first cycle, the researcher conducted the teaching and learning by presenting one topic in three meetings. The topic was My Family. The researcher did lecturing, discussion, and playing games to help the students understand the materials. In general, the observation result shows that there are some improvements achieved after implementing the action. First, the students started to show positive attitudes toward writing. Some of them became more active in taking part in the teaching learning process. Some of them also did the task by themselves unlike most of their friends who cheated or imitated someone else's work. They just asked about vocabularies to the researcher.

The improvement of students' skill can also be seen from the students' ability in improving the content of their writing. Below are the examples of students' work.

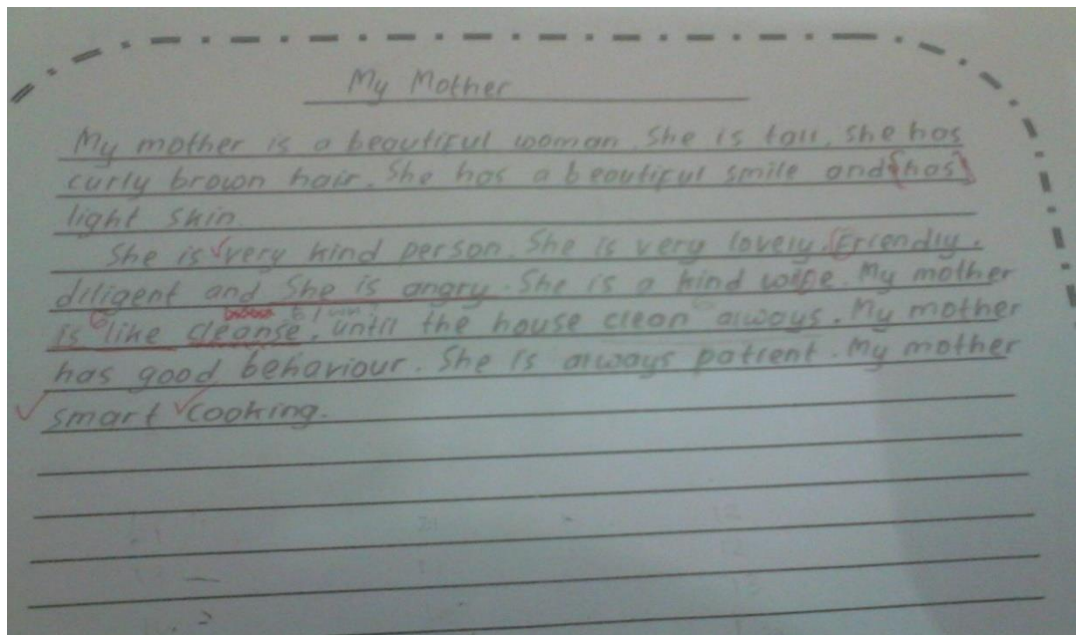


Figure 1. The student's writing in the cycle 1.

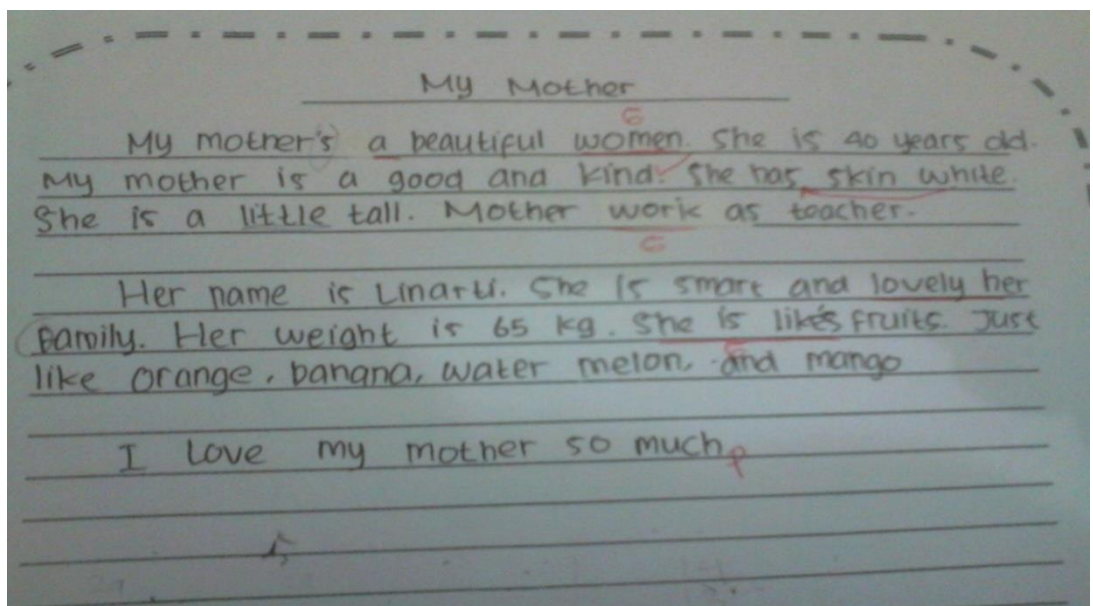


Figure 2. The student's writing in the task 1.

From the examples of students' writing above, it can be seen that they still had a lot of mistakes in terms of grammar. They also made errors in adjectives group.

They write adjective group in the incorrect order. Some of them also could not differentiate the use of main verb and auxiliary verb. Some of them also make errors in the use of article, spelling and punctuations. These facts are also supported by the interview transcript as follows.

- R : *Tadi Rafi sama Rizal selesai gak nulis deskripsinya?*(... Rafi and Rizal, did you finish your task?)
- S29 : *Selesai mis.*(Yes, Miss.)
- R : *Kalau rafi gimana? Selesai gak? Masih ada kesulitan tidak?*(How about Rafi? Did you finish? Did you find any difficulties?)
- S27 : *Selesai sih Miss. Aku masih bingung nulis kalimatnya Miss, susah nerjemahinnya sama yang susunan adjective itu,* (Yes, Miss. I finished. I still get confused in structuring the sentences miss and translating the words and the adjective order.)
- R : *Kalau Rizal gimana?* (How about Rizal?)
- S29 : *Sama kayak Rafi Miss.*(Just like rafi, Miss.)
- R : *Terus, kemarin aku jelasin bagian-bagian descriptive text sama simple present ya, kalian udah paham belum tentang itu?*(Last meeting I explained simple present tense and the generic structures of descriptive text, do you understand them?)
- S29 : *Ya dikit-dikit Miss kalo simple present, masih bingung. Tapi yang bagian-bagian descriptive text aku udah lumayan paham Miss, kan Miss Rina udah pernah jelasin.* (I just understand a little on simple present tense. But, I understand the generic structure since Miss Rina had taught it.)
- R : *Kalo Rafi?*(How about Rafi?)
- S27 : *Sama kayak Rizal Miss, aku gak paham yang present tense, bingung Miss, yang ditambahin s/e itu apa aja, aku masih bingung miss.*(I do not understand on the present tense either, especially the use of s/es.)

(Interview/08/03/2014)

- R : *Tadi kesulitan gak nulis deskripsinya?* (..... did you find any difficulties in writing descriptive text?)
- S32 : *Ya gitu Miss, ngerjain sebisanya aja.* (Yess, Miss. So, I just did it as I can)
- R : *Kesulitannya apa, dik?* (What was your difficulty?)
- S32 : *Gak bisa nerjemahinnya mis, terus kan tadi banyak salah nulisnya Miss, yang dikasih tau Miss Nisa tadi loh.* (I can not translate the words in to English, and the spelling, just like what you told me.)
- R : *Oh, spelling nya ya. Emm, kalo present tense masih bingung gak?* (oh, the spelling. Did you have difficulty in present tense?)
- S32 : *Masih miss, masih lupa nambahin s/es nya itu loh miss.* (Yes, Miss, the use of s/es)
- R : *kalo bagian-bagian descriptive text bingung gak?* (Do you understand the generic structure of descriptive text?)
- S32 : *Udah agak paham sih Miss, kan udah pernah dijelasin sama Miss Rina.* (A little bit understand Miss, since Miss Rina had explained it.)

(Interview/08/03/2014)

From the interview transcripts above, it can be seen that most of the students still do not really understand about simple present tense. They were still confused on the adding of s/es for singular subjects. However, they had good understanding on the generic structure of descriptive text. If we looked back at the example of the students' works above, we can see that the students had been able to write the descriptive according to the generic structure.

Besides finding that there were some improvements after the implementation of indirect feedback in cycle 1, the researcher also found that there were some problems in the first cycle. First, there were some students who were reluctant to write. They seemed afraid in making mistakes. Second, the students still found difficulties in constructing sentences. Third, the researcher did not give enough time in explaining about grammatical aspects because of the lack of time. Fourth, some students found difficulties in understanding the feedback given by the researcher since it was written in the form of codes and they had not really understood what the codes mean. Beside that, it was the first time for them to deal with such activities. Fifth, the researcher did not manage the class well enough so that sometimes some students were busy with themselves and finally they did not join and understand the lesson well.

Regarding to the fact that the first cycle still had some weaknesses beside the successful aspect it had, the researcher decided to take the second cycle in order to make better improvement of the students' writing skill.

The reflection demanded the researcher to do better efforts in improving the students' writing skill. Based on the result of the first cycle, it could be seen that there were several problems needed to be solved. The researcher decided to take the second cycle to solve the problems.

In this cycle, the researcher decided to teach descriptive by using different topic. In this cycle, the researcher chose My Idol as the topic. She also tried to give enough explanation about the grammatical aspect and indirect feedback. Before the students corrected their work based on the feedback, she explained

again about indirect feedback and gave examples which were directly taken from the students' mistake. The researcher also tried to manage the class in an appropriate way so that the students could join the class optimally.

Regarding the target she wanted to achieve, that is improving students' writing skills, the researcher found that the result of the actions was satisfactory. Overall, it can be said that indirect feedback works well in improving students' writing skill. It could be seen from some aspects. First, from the students' attitude towards learning, the students showed positive attitude toward writing activity. Some students who had not been active and serious in doing the task at the first cycle, they started to be active and serious in doing the task. Students were no longer shy to be actively took part in the teaching learning process.

The second aspect indicated the success of the action is the students' ability in understanding the feedback and correct their mistakes. It can be seen from the interview transcript that most of the students stated that they had better understanding about indirect feedback and also the examples of students' writing presented below.

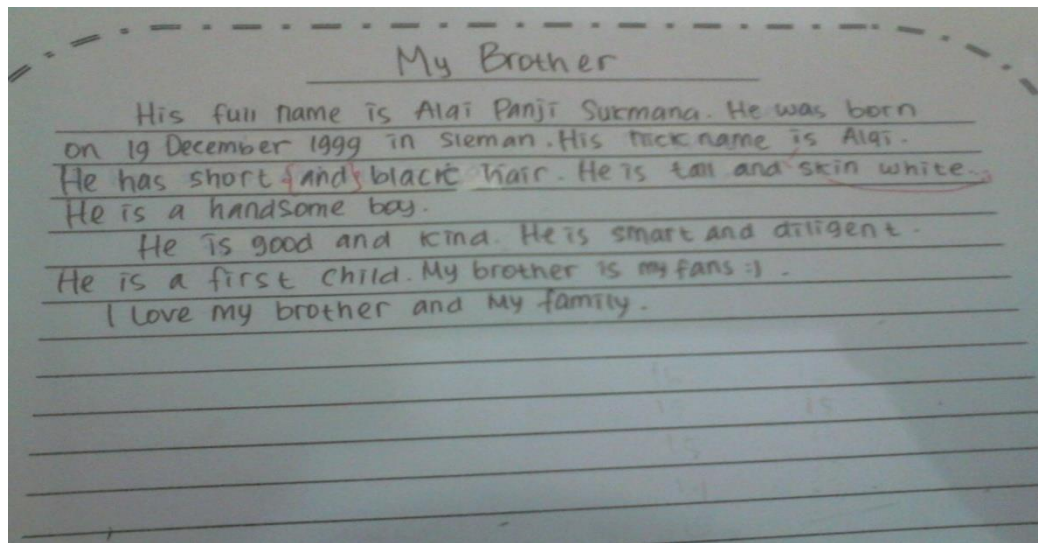


Figure 3. The student's writing in the cycle 2.

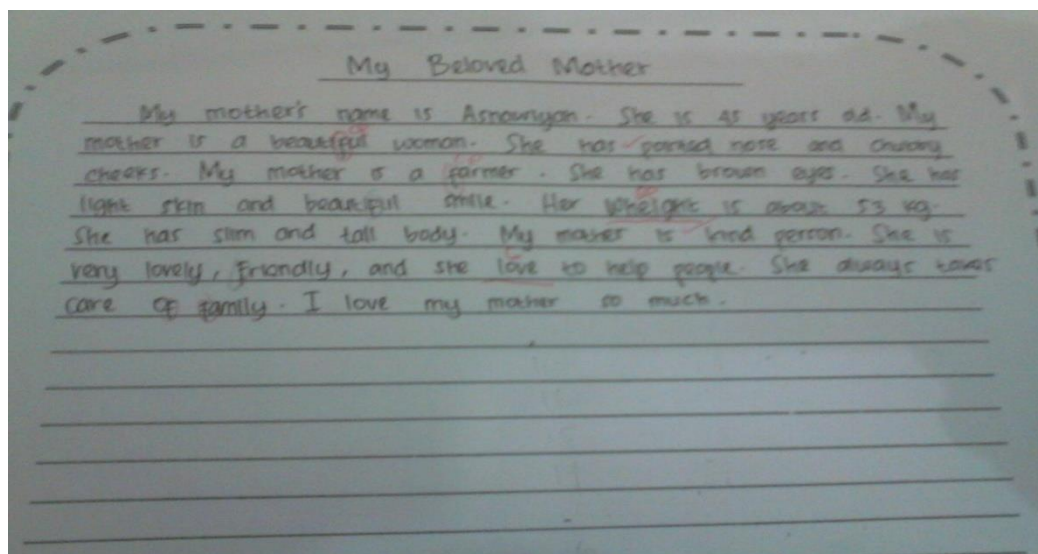


Figure 4. The student's writing in the cycle 2.

From the examples of students' writing above, compared with students' work in the first cycle, it can be seen that students' errors decrease. Students' errors were not as much as their mistake in the first cycle. The students were able to write using the correct spelling although a few of them still made mistakes in punctuation. Through the interview, the students also stated that they had better

understanding on grammar and no longer found any meaningful difficulty in writing. The interview transcript is presented as follows.

- R :*tadi bisa gak nulisnya? Masih kesulitan gak?*(...Could you do the task? Did you have any difficulty?)
- S13 : *Udah paham miss, kan udah dijelasin dua kali. Hehe*(I had understood since you had explained twice. Hehe)
- R : *Kalo susunan adjective masih bingung gak? Kemarin kan masih pada banyak yang salah tentang itu, kamu gimana?*(Do you still confuse on the adjective order? There were some student made mistake about adjective order in last meeting.)
- S13 : *Kadang masih bingung sih miss, tapi uda mendingan daripada yg dulu. Kalo lihat catatan dari Miss Nisa aku paham kok.*(Sometimes, I still confuse, but I had better understanding than last meeting. If I looked at the notes, I would understand.)

(Interview/04/12/2014)

- R : *Dek Hasna, tadi nulis deskripsinya masih kesulitan gak?*(Hasna, did you find any difficulty in the last writing activity?)
- S19 : *Enggak mbak, hehe.* (No, Miss. Hehe)
- R : *Udah gak ada kesulitan tentang grammar, susunan adjective ato simple present tense gitu misalnya?* (You are no longer had difficulty in grammar, such as adjective order or simple present tense?)
- S19 : *Udah lebih paham sih miss daripada yang dulu itu.* (I had got better understanding, Miss)

(Interview/04/12/2014)

Furthermore, they have better understanding on indirect feedback. It can be seen through the interview transcript presented below.

- | | |
|-----|--|
| R | : <i>Dinar, gimana tadi kerjaannya banyak salahnya gak?</i> (Dinar, did you make a lot of mistakes in your work?) |
| S10 | : <i>Enggak Miss, dikit banget malah.</i> (No Miss, only a few.) |
| R | : Wah, bagus dong. Apa aja emang salahnya? (Oh, good. What are your mistakes?) |
| S10 | : <i>Emm, ada yang dicentang miss, yang kata Miss Nisa kurang kata kerja tadi loh, sama ada yang mesti dihilangin.</i> (Emm, I got checklist sign which you said I missed the verb, and also I had to omit something.) |
| R | : <i>Oh, iya. Masih bingung gak sama kode-kodenya?</i> (Oh, I see. Did you still confuse about the codes?) |
| S10 | : <i>Enggak kok, Miss.</i> (No, Miss.) |

(Interview/04/12/2014)

From the interview transcript and the pictures of the examples of students' writing above, it can be seen that students' mistakes decreased in the second cycle. They also stated that their understanding of grammar also got better in the second cycle. Moreover, they also admitted that they had better understanding on indirect feedback and were able to correct the mistakes by themselves after getting feedback.

The following table presents the changes that happened in both cycles regarding the students' writing skills.

Table 3. The Students' Writing Skills in each Cycle

Writing Aspects	Cycle 1	Cycle 2
Content	<ul style="list-style-type: none"> • Mostly writing as much as what was required, few writing less than what was required. • The ideas were similar to the examples of the text in the worksheets or books. 	<ul style="list-style-type: none"> • Writing more sentences, giving more description, and communicating more messages.
Organization	<ul style="list-style-type: none"> • Mostly not including the identification part of the text. • The ideas were not well organized. 	<ul style="list-style-type: none"> • Mostly using complete text organization. • Mostly the ideas were well organized.
Language Use	<ul style="list-style-type: none"> • Mostly can not differentiate between main verbs and auxiliary verbs. • Mostly writing sentences without verbs. • Having low understanding of present tense. • Incorrect subject-verb agreement. • Mostly not using articles or using article incorrectly. • Incorrect use of object pronouns and possessive pronouns. • Incorrect adjectives group writing. 	<ul style="list-style-type: none"> • Having improvement on writing grammatically correct sentences. • Using verbs in writing sentences. • Having better understanding of present tense. • Writing sentences with correct subject-verb agreement. • Using articles correctly. • Using objective pronouns and possessive pronouns correctly, although some students were still confused. • Having better understanding of adjectives group.
Vocabulary	<ul style="list-style-type: none"> • Mostly having difficulty in determining correct words to express adjectives or an action. • Showing limited use of English vocabulary. • Mostly using inappropriate word choice. 	<ul style="list-style-type: none"> • Using effective verbs, adjectives, and adverbs for some students. • Mostly using extended vocabulary with occasional inappropriate word choice. <p style="text-align: right;">(continued)</p>

Mechanic	(continued) <ul style="list-style-type: none"> • Frequently using capitals for common nouns, word in the middle of a sentence, not giving punctuation. • Incorrectly placing punctuation. • Mostly doing misspelling in some writing. 	<ul style="list-style-type: none"> • Few using capitals for common nouns, words in the middle of a sentence. • Placing punctuation correctly. • Few doing misspelling in some writing.
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The next indicator that shows the improvement is the students' writing score in the first post-test. The students' writing scores were analyzed at the beginning and at the end of the research to find out whether the actions improved students' writing skills or not.

Ideal Mean = $\frac{1}{2}$ (Highest Score + Lowest Score)

$$= \frac{1}{2} (100 + 45)$$

$$= \frac{1}{2} (145)$$

$$= 72.5$$

Table 4. Comparison between Means and Ideal Mean

	Ideal Measurement	Pre-test	Cycle 1	Cycle 2	Post-test
Mean	72.5	62.90	69.10	72.14	74.68

From the table 4, the results of several writing tests in this research can be compared with the ideal measurement. The means of the writing test were compared to the ideal mean. The writing tests were a Pre-test, a task in the cycle

1, a task in the cycle 2, and a Post-test. The students' writing scores in each test are discussed in the following details.

Starting from the result of the Pre-test which was conducted at the beginning of the research, it was found that the mean students' writing scores was lower than the ideal mean, that is 62.90 compared to 72.5. The difference between the two is 9.6, which is very noticeable. The low scores are presented in the following table and the factors affecting the scores are discussed after it.

Table 5. The Mean Scores for Five Aspects of Writing in the Pre-test

	Content	Organization	Language Use	Vocabulary	Mechanics
Means	13.31	12.99	12.15	11.64	12.65

The first factor was related to the content of the writings. The content of the students' writing was not well elaborated; the students did not give enough supporting details of their writing. It was shown by the mean score of the content: 13.31.

The second factor is the incomplete organization of descriptive text. In the Pre-test, most of the students did not write the identification in their writings. Moreover, their sentences were loosely organized. It was represented by the average score of the organization, that is, 12.99.

The third factor was related to language use, such as missing verbs, subject-verb agreement, incorrect pronouns, missing, and incorrect order of

adjectives group which were represented by the average score of language use, that is, 11.64.

The fourth factor was regarding the inappropriate word choices, such as using verbs as nouns, adjectives as nouns. The average score for vocabulary is 12.15.

The last factor was the incorrect use of mechanics. Most of students did mistakes in spelling, capitalization, and punctuation. They did not start their sentences with a capital letter and ended with full stop. Most of them used capital letter in the middle of the words. The students also incorrectly put/missed the punctuations. Therefore, the mean score for the use of mechanics is 12.65.

The researcher gave a writing task to the students at the end of task 1. From the task, it was found that the mean of the students' writing score was still lower than the ideal mean although the mean had increased from 62.90 to 69.10. It showed that the factors affecting the low writing scores had been reduced. The following table presents the mean of the students' writing scores in five aspects of writing at the end of the first cycle and followed by the explanation of the factors that contributed to the scores.

Table 6: The Mean Scores for Five Aspects of Writing in Cycle 1

	Content	Organizations	Language Use	Vocabulary	Mechanics
Means	14.52	14.45	12.97	13.45	13.75

The first factor that contributed to the improvement of the scores was that the students started to write more ideas in their writings. They gave more supporting details in their writing. Some of the students had written more sentences in the task although there were still some students who wrote not more than five sentences. It can be observed from the table that the average scores for the content aspect is 14.52.

The second factor was related to the organization of the text. From the table, it can be seen that the mean score for organization is 14.45. In the task, some of the students wrote a description with complete organization. The organization of their ideas was also got better.

The third factor was the improvement in language use. At the end of cycle 1, some students had better understanding of present tense. They began to be able to make their sentences more understandable. It was shown by the average score of language use, that is, 12.97.

The fourth factor was due to the better use of vocabulary. In the task, the students began to use appropriate word choices. The words used by the students were more varied too. The improvement of vocabulary aspect is represented by the mean score, that is, 13.45.

The last factor was the improvement on mechanics at the end of cycle 1. The students began to write with better mechanics. It was indicated by the average score for mechanics, that is, 13.75. The improvement of the mean scores of students' writing in the cycle 1 is visualized by the chart below.

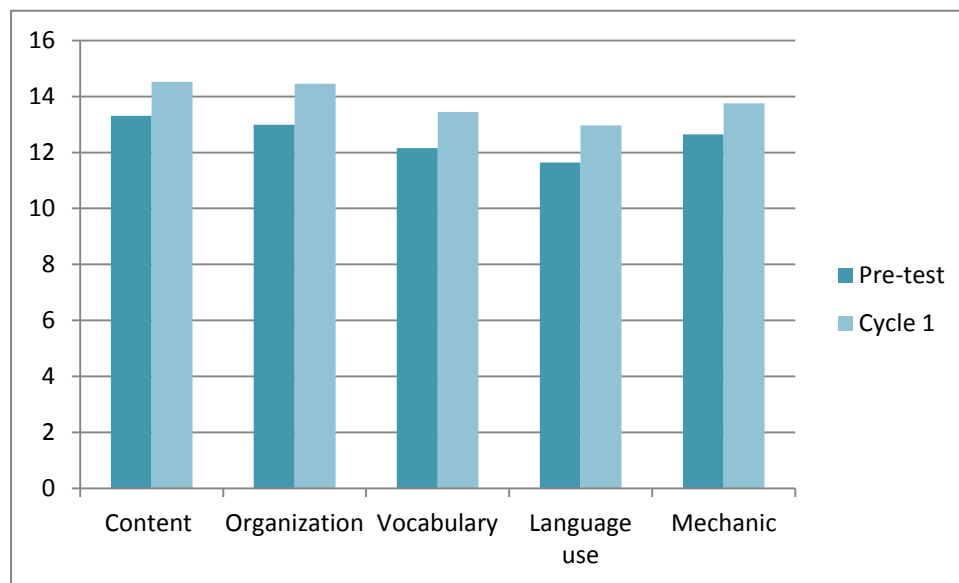


Figure 5: The Students' Mean Scores in Pre-test and Cycle 1.

The researcher also gave a writing task at the end of cycle 2. The means of the students' writing in this task was close to the ideal mean. The writing scores had improved as shown by the mean of the writing scores, that is, 72.14. The improvement of students' score in the second cycle is represented by the following table and discussion.

Table 7: The Mean Scores for Five Aspects of Writing in Cycle 2

	Content	Organization	Language Use	Vocabulary	Mechanics
Mean	15.09	14.58	13.72	14.5	14.25

Firstly, in terms of content, most of students wrote more developed ideas. They also wrote more sentences. Their writings also communicated more messages. This is represented by the mean score for the content aspect, that is, 15.09.

Secondly, in terms of organization, students writing got better organized. Almost all of the students had complete organization of descriptive text in their writing. They wrote the description cohesively. The improvement is represented by the mean score for organization aspect, that is, 14.58.

Thirdly, the students wrote the descriptive text in the better use of language, as shown by the mean score of language use, that is, 13.72. Though some of the students still made mistake in terms of language use, from the mean score, it could be seen that there is an improvement.

Fourthly, the improvement of the vocabulary is represented by the mean score for vocabulary, that is, 14.5. The inappropriate use of vocabulary was reduced.

Fifthly, regarding the use of mechanics, the number of incorrect capitalization, punctuation, and also spelling decreased. It can be seen from the mean score for mechanics aspect, that is, 14.25. The following tables visualized the comparison of the improvement of students' mean score in cycle 2.

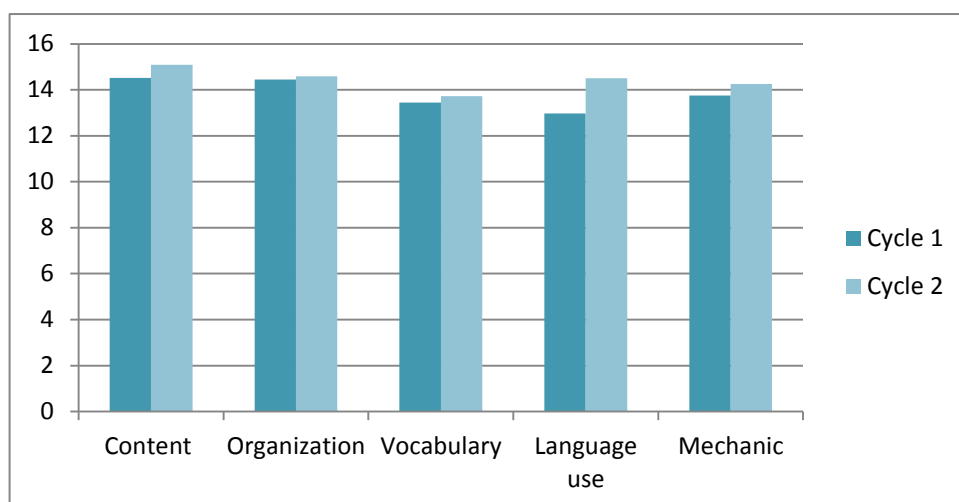


Figure 6: The Comparison of Students' Mean Score in both Cycles

At the end of the research, the researcher conducted a Post-test. In this Post-test, the mean of students' writing score is higher than the ideal mean. It indicates that the mean of students' writing score is high. The following table presents the mean scores of students' writing for five aspects of writing in the Post-test.

Table 8: The Mean Scores for Five Aspects of Writing in the Post-test

	Content	Organization	Language Use	Vocabulary	Mechanics
Mean	15.65	15.55	14.26	14.78	14.55

In terms of content, students writing was relevant to the assigned topic, students write appropriate details in their writing. Their writing was also match the purpose of descriptive text. Their ideas also elaborated well. It is shown by the mean score of content aspect, that is, 15.65.

Regarding the organization of the text, almost all of the students had complete organization of descriptive text. Their ideas were clearly stated and the texts were well organized. They also wrote the description cohesively. This improvement is represented by the mean score for organization aspect, that is, 15.55.

The mean score for language aspect is 14.26. In this Post-test, majority of the students had better understanding in using present tense. The errors of agreement, pronouns, preposition, and article were also decreased.

In terms of vocabulary, more appropriate word choices are shown by the average score, that is, 14.78. The majority of students were able to use effective word choice. There were only few errors of word form and usage.

Regarding the mechanics, the errors in capitalization, spelling, and punctuation reduced although there were still few students who wrote capital letter in the middle of a sentence. The average score for mechanics is 14.55. The following figure visualized the progress of improvement of students' mean score from Pre-test to Post-test.

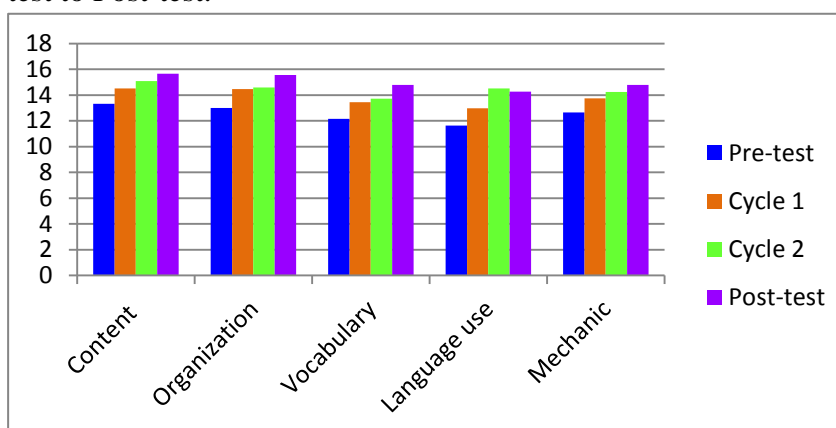


Figure 7: The Progress of Improvement of Students Writing Scores

The students' scores then were categorized based on three classes proposed by Suharto (2006: 53). The three classes are low, average, and high. The following table was the categorization of students' scores in the Pre-test.

Table 9: The Categorization of the Students' Writing Scores Based on the Result of the Pre-test

Class Interval	Frequency (n = 32)	Interpretation
34.00 – 55.99	10	Low
56.00 – 77.99	20	Average
78.00 – 99.99	2	High

In the Pre-test, there were only two students who belonged to the high category. There were 20 students belonged to the average category and 10 students belonged to the low category.

After conducting the Post-test, the researcher could categorize the students' writing scores in the following table.

Table 10: The Categorization of the Students' Writing Scores Based on the Result of the Post-test

Class Interval	Frequency (n = 32)	Interpretation
34.00 – 55.99	2	Low
56.00 – 77.99	13	Average
78.00 – 99.99	17	High

The result of the Post-test shows that students' writing skills had reached better category. There were 17 students belonged to the high category. The number of students who belonged to average and low category decreased. In average category, there were 13 students and there were only two students belonged to low category.

These achievements do not mean that the actions done by the researcher is already perfect. The use of indirect feedback is only one of many ways in improving students' writing skills. The success of the action does not mean that applying indirect feedback is a simple thing to do. The activity required much time to read and respond meaningfully to each student's writing. It also required more effort to explain to the students about indirect feedback since most of the students were rarely got such treatment.

By considering the improvement above, the researcher concluded that indirect feedback could improve students' writing skills especially on the

grammatical aspect. Besides, the students showed more positive attitudes towards indirect feedback. Although they are sometime seemed confused by the codes used in the feedback but they were not reluctant to ask, the students seemed to have more courage to write and ask about anything they did not understand. Therefore, the researcher decided to stop the cycle.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter presents the conclusion, implications, and suggestion of the research. The further explanation of each part is described as follows.

A. Conclusions

The first conclusion is that indirect feedback and the activities done by the students after they got the feedback can be used to improve the students' writing skill. After giving feedback to the students, the teachers should give chance to students to revise their work. The improvement could be seen through some points. The first point is the students' ability in improving the content of the composition and they are also able to correct their mistakes based on the feedback given by the researcher. The second point is that the students' improvement can be clearly seen from the mean score of the Pre-test, post-test 1 and Post-test 2. In the Pre-test, the students' mean score is 62.90, in the Post-test 1 the mean value is 69.10, while in the Post-test 2 the mean value is 72.14, and in the Post-test the mean value is 74.68.

In general, indirect feedback given from the teacher helps the students to identify their mistakes and they can independently correct their mistakes. By correcting the mistakes by themselves, students can avoid making the same mistakes in the future. By getting feedback, the students will feel that their teacher pays attention to their work and it will encourage them practice writing. Since

writing is a skill gained by practicing, it makes sense to say that the more they practice, the better they will write.

The second conclusion is that the implementation of indirect feedback improves the quality of teaching writing and the students' motivation in learning writing. It can be seen from students' positive attitude toward writing. It is indicated by their activeness in the class. Comparing with their activeness in the cycle 1, they seem more active in the cycle 2. They also enthusiastically write what the researcher asks to write. They are not afraid anymore in making mistakes because they know that their teacher will give feedback to them and they will be given a chance to correct their mistakes.

B. Implications

In teaching writing, it is important for the teacher to implement an appropriate teaching approach. The use of indirect feedback in teaching writing is able to improve the students' writing skill. One of the positive points of indirect feedback is when the students receive a feedback that shows their mistakes but not actually correcting the mistakes. It enables students to correct the mistakes by themselves and become accurate writers.

Based on the conclusion, there is an improvement of students' writing skill after the indirect feedback be implemented. The researcher can imply that indirect feedback can be used as away to improve the writing skills.

C. Suggestions

After conducting the research, the researcher proposes suggestion for English teacher, students, and other researchers as presented below.

1. For English teachers

Teaching writing is not an easy work since lots of students think that writing is the most difficult skill to be learned. As a sequent, teachers will face many obstacles during the teaching learning process. Therefore, they should be able to choose the appropriate technique that can change both the students' attitude toward writing and students' writing skills. One of the ways is by giving indirect feedback.

2. For other researchers

This research discusses the implementation of indirect feedback as a mean to improve students' writing skill in Junior High School. It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of writing.

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APPENDICES

- A. INTERVIEW GUIDELINES
- B. INTERVIEW TRANSCRIPTS
- C. OBSERVATION CHECKLISTS
- D. FIELD NOTES
- E. COURSE GRID
- F. LESSON PLANS
- G. LEARNING MATERIALS & WORKSHEETS
- H. THE WRITING RUBRIC
- I. THE WRITING SCORES
- J. THE STUDENTS' WRITING
- K. THE ATTENDANCE LIST
- L. PHOTOGRAPHS
- M. PERMIT LETTER

A. INTERVIEW GUIDELINES

The Interview Guideline

Before the Implementation of the Actions

A. For the English Teacher

1. Kesulitan apa yang biasanya ibu temui dalam mengajar writing?
2. Apakah murid termotivasi dan percaya diri dalam menulis bahasa inggris?
3. Tahapan apa saja yang ibu lakukan dalam mengajar writing?
4. Feedback apa saja yang ibu berikan terhadap pekerjaan siswa?
5. Bagaimana pendapat anda tentang pemberian feedback? Apakah ibu sering memberi feedback? Feedback yang seperti apa?

B. For the Students

1. Apa adik merasa kesulitan dalam menulis dengan Bahasa Inggris?
2. Aktifitas yang menyenangkan dalam menulis Bahasa Inggris itu apa aja?
3. Bagaimana cara adik menyusun kalimat agar meaningful/berkaitan satu sama lain? Apa adik selalu menggunakan kata sambung?
4. Kalau menulis biasanya dapet idenya dari mana? Sering kehabisan ide gak saat menulis? Menurut adik, mending dikasih ide tertentu atau ide nya bebas? Kalo idenya nentuin sendiri, lebih gampang atau lebih susah?
5. Adik paham tidak tentang S-V agreement, tenses, articles, pronoun? Kalo menulis memerhatikan itu tidak? Ada kesulitan tentang tenses tidak? Sering kebalik tidak SPO nya?
6. Kalau kosa katanya gimana? Sering kesusahan gak nyari kosa kata yang pas? Kalo kesulitan terus gimana? Buka kamus, nanya temen, atau nanya guru?
7. Kalau menulis memperhatikan tanda baca gak, huruf besar gak?
8. Bagaimana cara guru menyampaikan materi saat pelajaran berlangsung? Apakah adik termotivasi dalam menulis Bahasa Inggris?

9. Kalau pas writing sering dapat feedback gak? Gurunya sering ngasih feedback gak? Adik suka feedback yang kayak gimana? Direct apa indirect?

After the Implementation of Action 1

A. For the Collaborator

1. Bagaimana pendapat Anda tentang kegiatan hari ini?
2. Apakah kegiatan yang dilaksanakan hari ini sudah berjalan dengan baik?
3. Bagaimana pendapat Anda tentang sikap siswa selama pembelajaran?
4. Apakah menurut Anda siswa dapat menangkap dengan baik materi yang disampaikan?
5. Bagaimana pendapat Anda mengenai penggunaan *indirect feedback* hari ini?
6. Apa sajakah yang perlu ditingkatkan untuk pertemuan selanjutnya?

B. For the Students

1. Bagaimana pendapat Anda tentang kegiatan hari ini?
2. Apakah Anda dapat memahami penjelasan yang saya sampaikan dengan baik?
3. Apakah masih ada kesulitan dalam menulis?
4. Apakah Anda dapat memahami dengan baik *feedback* yang saya berikan?
5. Apakah *feedback* yang saya berikan dapat membantu Anda dalam menulis?

After the Implementation of Action 2

A. For the Collaborator

1. Bagaimana pendapat Anda tentang kegiatan hari ini?
2. Apakah kegiatan yang dilaksanakan hari ini sudah berjalan dengan baik?
3. Bagaimana pendapat Anda tentang sikap siswa selama pembelajaran?
4. Apakah menurut Anda siswa dapat menangkap dengan baik materi yang disampaikan?

5. Bagaimana pendapat Anda mengenai penggunaan *indirect feedback* hari ini?
6. Apa sajakah yang perlu ditingkatkan untuk pertemuan selanjutnya?

B. For the Students

1. Bagaimana pendapat Anda tentang kegiatan hari ini?
2. Apakah Anda dapat memahami penjelasan yang saya sampaikan dengan baik?
3. Apakah masih ada kesulitan dalam menulis?
4. Apakah Anda dapat memahami dengan baik *feedback* yang saya berikan?
5. Apakah *feedback* yang saya berikan dapat membantu Anda dalam menulis?

At the end of the Research

A. For the Collaborator

1. Bagaimana pendapat Anda dari penerapan *indirect feedback* secara keseluruhan?
2. Menurut Anda perbedaan apa yang jelas terlihat dari pertemuan pertama sampai pertemuan hari ini?
3. Apakah menurut Anda siswa sudah lebih memahami tentang *indirect feedback*?
4. Apakah komentar Anda terhadap kegiatan-kegiatan yang saya lakukan selama ini?

B. For the Students

1. Bagaimana pendapat Anda dengan kegiatan pembelajaran kita selama ini?
2. Apakah Anda sudah lebih memahami tentang *indirect feedback*?
3. Apakah penggunaan *indirect feedback* membantu Anda dalam menulis?
4. Apakah Anda lebih termotivasi untuk belajar menulis?
5. Apakah Anda merasa ada peningkatan kemampuan menulis selama pertemuan kita ini?

B. INTERVIEW TRANSCRIPTS

No : Interview 01
Date : January 15th 2014
Activity : Classroom Observation
Respondents : R : Researcher
T : Teacher

T : Bagaimana Mbak Nisa, apa lagi yang bisa saya bantu untuk kelengkapan observasi?

R : Begini bu, saya mau tanya-tanya sebentar sama ibu.

T : Oh iya mbak, mau nanya apa? Ini juga mumpung lagi agak *free*.

R : Begini bu, kalau mengajar writing kesulitannnya apa saja ya bu?

T : Kalau *writing* tuh anak-anak masih kesulitan tentang kosa katanya mbak, sama *tenses*nya.

R : Berarti berhubungan dengan *vocabulary* sama *grammar* ya bu?

T : Nah iya itu, mbak. *Grammar*. Masih pada kesulitan. Kan anak-anak ini masih kelas tujuh, jadi ya belum paham betul tentang *grammar*. Ngajarinnya juga harus pelan-pelan ini mbak nisa, soalnya kalo saya ajak lari takutnya malah mereka gak paham. Saya kalo ngajar yang pelan aja yang penting anak paham, gitu mbak.

R : Iya, bu. Kalau mengajar writing ibu menggunakan tahapan-tahapan tidak bu? Misalnya *planning*, *drafting*, *revising* seperti itu bu?

T : Iya mbak, biar anak paham. Biasanya saya kasih *pancingan* pakai *pictures* gitu. Terus nanti saya jelasin juga teks nya seperti apa, *introduction*nya bagaimana, *body text*nya bagaimana. Saya *tuntun* lah mbak pokoknya.

R : Apakah anak-anak disini termotivasi untuk menulis bu? Apa mereka juga *confident* dalam menulis?

T : Kalau motivasi mereka punya mbak, sedikit-sedikit ada mbak. Tapi kalau *confident* gimana ya? Ya ada sih, tapi masih rendah kalau dibandingkan sama motivasinya. Mereka kadang juga masih suka nyontek pekerjaan

temannya, nyontek dari buku atau LKS, mbak. Jadi ya masih ada beberapa kebiasaan buruk yang harus diperbaiki.

R : Terus kalau anak menulis kan kita harus memberi *feedback* ya bu? *Feedback* seperti apa sih yang ibu berikan kepada siswa?

T : Tergantung mbak. Kalau lagi luang ya saya koreksi satu-satu kerjaan anak, saya tandai yang salah pakai pena yang warna biar jelas. Tapi kalau kayak gitu kan butuh waktu banyak mbak, jadi saya biasanya ambil kesalahan siswa secara umum lalu nanti saya bahas didepan kelas.

R : Oh, berarti ibu mengambil kesalahan umum dikelas ini lalu mendiskusikannya dengan siswa bu?

T : Iya mbak, saya tunjukin ke mereka, kemarin salahnya ini, yang bener gimana? Jadi nanti kita benerin bareng-bareng sambil diskusi.

R : Terus tadi kan ibu juga kadang memakai *indirect feedback* ya bu? Yang kesalahan siswa dicoret-coret itu tadi bu. Menurut ibu pemberian *indirect feedback* itu gimana bu? Bagus tidak, bu?

T : Bagus mbak. Anak kan pasti juga senang kalau kerjanya dikoreksi sama gurunya, mereka merasa benar-benar diperhatikan kan sama gurunya kalau kaya gitu?

R : Iya bu,

T : Tapi ya itu tadi, itu makan waktu lama. Kan kita harus baca satu persatu kerjaan siswa. Tapi bagus kok mbak, bisa memotivasi siswa karena mereka jadi merasa diperhatikan. Mbak nisa mau memakai teknik itu ya?

R : Iya bu, saya menggunakan *indirect feedback to improve writing*.

T : Iya mbak, bagus kok. Ada lagi mbak?

R : Sepertinya sudah, bu. Terima kasih untuk waktunya bu.

No : Interview 02

Date : January 15th 2014

Activity : Classroom Observation

Respondents : R : Researcher

S16 : Indah

S20 : Rifka

R : Halo dik, boleh ngobrol sebentar gak?

S16 : Ngobrol apa mbak? Boleh kok.

R : Namanya siapa ini?

S20 : Aku Rifka, mbak.

S16 : Aku Indah, mbak.

R : Oke, dik Rifka sama dik Indah ya? Kalian merasa kesulitan tidak kalau misalnya ada tugas *writing*? Menulis dalam bahasa Inggris?

S20 : Iya mbak.

S12 : Ya dikit-dikit mbak.

R : Kesulitannya apa?

S16 : Apa ya mbak?

R : Oke, gini aja deh. Kalo pas pelajaran *writing*, kalian pinginnya aktivitasnya ngapain aja dik?

S20 : Ehm.. apa ya mbak? Bingung mbak.

R : Loh, kok bingung? Kalau misal ada pelajaran menulis, kalian disuruh menulis sebuah teks gitu, kalian pinginnya kegiatannya ngapain aja?

S16 : Yaa nulis mbak, hehe.

R : Nah, misal kalian lagi menulis, cara kalian supaya kalimat-kalimat kalian itu nyambung gimana? Kalian sering pakai kata sambung kayak *then, after that, next*, gitu gak?

- S20 : Iya
- R : Sering pakai kata sambung? Sudah paham tentang kata sambung?
- S16 : Ya sedikit mbak, hehe
- R : Oke. Terus kalo disuruh menulis, kaian dapet idenya dari mana?
- S20 : Dapet idenya? Mikir sendiri mbak.
- R : Misalnya ada tugas *writing*, kalian lebih milih topiknya bebas atau ditentukan sama guru?
- S16 : Ditentukan guru mbak.
- R : Milih ditentuin guru? Brati kalau topiknya ditentuin guru kalian lebih gampang nulisnya daripada topiknya bebas?
- S20&S16 : Iya mbak.
- R : Kalian paham tidak tentang *S-V agreement*? Misal kalo *I* itu pake *VI*, gak ditambahin *-s/-es*?
- S20 : Sedikit-sedikit mbak.
- R : Kalau tentang *tenses* kalian bingung gak? Misal *simple present tense* gitu?
- S20 : Bingung.
- R : Kalau masalah kosa kata sering ada kesulitan tidak dik?
- S16 : Enggak mbak.
- R : kalau misal lagi menulis, suka tiba-tiba bingung gak? Duh, ini Bahasa Inggrisnya apa ya? Suka kayak gitu gak?
- S20 : Kadang-kadang mbak.
- R : Nah, kalau pas bingung gitu kalian tanya sama guru, temen, atau buka kamus?
- S20 : Buka kamus mbak.
- R : Berarti membuka kamus itu sangat membantu kalian dalam menulis?
- S20 : He em mbak.

- R : Kalau menulis memperhatikan tanda baca gak? Memperhatikan huruf besar, titik, koma kayak gitu?
- S16 : Iya mbak.
- R : Bu guru kalau menyampaikan pelajaran enak gak? Paham gak sama yang dijelasin?
- S20 : Enak kok mbak.
- S16 : Iya mbak, enak. Aku bisa paham. Kadang pake LCD itu njelasinnya.
- R : Kalian senang menulis dalam Bahasa Inggris gak?
- S20 : Seneng mbak.
- R : Kalau dapet tugas *writing* dari bu guru, suka dikasi koreksi gak sama bu guru? Kayak apa koreksinya?
- S16 : Digaris bawahhi gitu mbak.
- R : Oh, gitu. Kalian lebih suka dapet koreksi dari temen atau dari guru?
- S16 : Dari guru mbak.
- R : Oke. Makasih ya dik.

No : Interview 03

Date : January 15th 2014

Activity : Classroom Observation

Respondents : R : Researcher

S25 : Putri

- R : Halo Putri
- S25 : Apa miss?
- R : Aku mau nanya-nanya nih. Put, kalo *writing* kamu sering ada kesulitan nggak?
- S25 : Kadang-kadang *miss*.
- R : Kadang-kadang ya? Kesulitannya apa?

- S25 : Itu loh *miss*, ngartiinnya.
- R : Oh, ngartiinnya ya? Terus, kalo misal lagi pelajaran *writing* gitu, kamu maunya kegiatannya ngapain aja?
- S25 : Ya terserah gurunya.
- R : Yalau disuruh milih, kamu mau kegiatan yang kayak apa?
- S25 : Yang ada permainannya *miss*.
- R : Oke. Sekarang kalau menulis kan kalimatnya harus nyambung ya put? Nah, gimana cara kamu biar kalimat kamu itu nyambung semua?
- S25 : Emm, ya diartiin dulu *miss*.
- R : Emm, kamu sering pake kata sambung gak? Kayak *then, after that, next* gitu?
- S25 : Ya kadang-kadang *miss*.
- R : Misal ada tugas menulis, kamu dapet ide buat tulisanmu gimana? Apa baca buku dulu baru dapet ide, atau mesti *browsing-browsing* dulu?
- S25 : Baca buku dulu baru dapet ide *miss*.
- R : Kalau menulis lebih seneng topiknya ditentukan atau topiknya bebas?
- S25 : Bebas *miss*.
- R : Berarti kalau topiknya bebas nulisnya lebih gampang ya?
- S25 : Iya *miss*.
- R : Kamu paham *S – V agreement* gak put? Misal kalo *I* itu pakenya *go* bukan *goes*?
- S25 : Ya dikit *miss*, tapi gak paham-paham banget.
- R : Kalau *tenses* masih bingung gak?
- S25 : Ya lumayan *miss*.
- R : kalau tentang kosa kata ada kesulitan tidak?
- S25 : Iya *miss*.

- R : Nah, pas ada kesulitan kosa kata kamu gimana? Nanya guru, temen, atau buka kamus?
- S25 : Ya kadang nanyak guru, kadang buka kamus, kadang nanyak temen *miss*.
- R : Kalau menulis memperhatikan tanda baca gak, pakai titik, koma gitu gak? Memperhatikan huruf besar gak?
- S25 : Enggak *miss*, hehe.
- R : Bu guru kalau ngajar asyik gak? Paham gak sama materi yang dijelasin sama bu guru?
- S25 : Asyik *miss*, paham kok.
- R : Kalau ada tugas *writing* sering dapet koreksi dari bu guru tidak? Kayak gimana koreksinya?
- S25 : Sering *miss*. Ya kadang dilingkari, digarisbawahi gitu *miss*.
- R : Kamu lebih seneng koreksian yang kayak gimana? Yang Cuma menandai kesalahan kamu atau menandai kesalahan terus dikasih tau juga benarnya gimana gitu?
- S25 : Yang dikasih tau benarnya sekalian *miss*.
- R : Kamu lebih suka tulisan kamu dikoreksi teman atau guru?
- S25 : Teman *miss*.
- R : Kenapa?
- S25 : Yaa asyik aja *miss*, kan bisa diskusi sama temen.
- R : Oke, makasih ya Put.

No : Interview 04
Date : January 15th 2014
Activity : Classroom Observation
Respondents : R : Researcher
S24 : Kiki

R : Halo, kiki. Aku mau nanya-nanya sebentar ya. Gini, kalau pas menulis dalam bahasa Inggris kamu ada kesulitan enggak? Kalo ada, kesulitannya apa aja?

S24 : Emm, *translatenyamiss*.

R : *Translate*? Berarti gak tau artinya gitu ya?

S24 : Iya *miss*, kadang-kadang gitu.

R : Oh, gitu. Terus kalau pas pelajaran *writing* kamu pinginnya kegiatannya ngapain aja? Mau nulis terus, atau sambil permainan, atau nulis tapi diluar kelas?

S24 : Permainan *miss*.

R : Suka games ya? Terus gini, kalo kita menulis, misal menulis satu paragraf. Berarti kan kalimat dalam paragraf itu harus nyambung semua ya? Nah, gimana cara kamu biar kalimat kamu itu nyambung semua?

S24 : Diartikan dulu *miss*

R : Diartikan dulu ya? Kamu sering gak pake kata sambung seperti *after that*, *next* gitu?

S24 : Kadang-kadang

R : Tapi paham tentang itu?

S24 : Ya lumayan sih, *miss*.

R : Terus kalau menulis sering dapet idenya dari mana? Sering kehabisan ide gak?

S24 : Ya mikir *miss*.

R : Kamu kalau menulis lebih suka topiknya ditentukan guru atau bebas?

- S24 : Ditentukan guru *miss*, biar gak bingung.
- R : Kamu paham *S – V agreement* enggak? Misal kalo *I* tuh harus *go* bukan *goes*?
- S24 : Masih agak bingung *miss*.
- R : Kalau *tenses* udah paham belum?
- S24 : Belum paham banget si *miss*.
- R : Kalau menulis memperhatikan *tenses* tidak?
- S24 : Ya enggak *miss*, kan masih bingung.
- R : Kalau kosa kata ada kesulitan enggak? Misal pas ditengah-tengah lagi nulis tiba-tiba bingung, duh ini bahasa Inggrisnya apa ya?
- S24 : Iya *miss*, sering.
- R : Nah, pas bingung kayak gitu kamu nanya guru, nanya temen, atau buka kamus?
- S24 : Kadang nanya guru, kadang nanya temen, kadang buka kamus *miss*, hehe.
- R : Kalau menulis memperhatikan huruf tanda baca tidak? Memperhatikan pemakaian titik, koma, huruf besar gitu tidak?
- S24 : Iya *miss*.
- R : Kalau bu guru enak gak ngajarnya? Bisa paham gak sama materi yang dijelaskan sama bu guru?
- S24 : Enak banget *miss*, seru. Bisa paham kok.
- R : Kamu seneng gak nulis dalam bahasa Inggris?
- S24 : Seneng *miss*.
- R : Kenapa seneng?
- S24 : Emmm, apa ya? Kan bahasa internasional *miss*, jadi ya harus bisa.
- R : Kalau ada tugas *writing*, sering dapet koreksi gak dari bu guru? Koreksinya kayak gimana?
- S24 : Sering *miss*. Ya dikasih tanda yang salah sama bu guru.

R : Kamu suka koreksian yang seperti apa? Yang Cuma ditandain yang salah atau ditandain yang salah terus dibenerin sekalian sama bu guru?

S24 : Aku milih yang dibenerin sekalian *miss*.

R :Oke, makasih ya kiki.

No : Interview 05

Date : January 15th 2014

Activity : Classroom Observation

Respondents : R : Researcher

S07 : Farikha

S12 : Maya

R : Halo dik, boleh nanya-nanya bentar tidak?

S07&S126 : Boleh *miss*.

R : Namanya siapa nih?

S07 : Aku Farikha.

S12 : Aku Maya.

R : Oke, dik Farikha sama dik Maya ya? Kalian ada kesulitan tidak pas menulis Bahasa Inggris?

S07 : Kadang-kadang *miss*.

R : Emm, kesulitannya apa?

S12 : Ngartiinnya itu loh *miss*.

R : Ngartiinya ya? Kalo Icha kesulitannya apa?

S07 : Kalo aku kadang-kadang kehabisan kata-kata *miss*, jadi bingung mau nulis apa.

R : Oh, berarti kosa katanya kurang gitu ya? Terus kalo pelajaran *writing* kalian pinginnya kegiatannya ngapain aja? Misal menulis

- sambil main *game*, atau membaca dulu baru menulis, atau menulis tapi diluar kelas, atau gimana?
- S12 : Menulis sambil main *game*, *miss*.
- S07 : Kalau aku membaca terus menulis *miss* biar dapet ide.
- R : Oke. Terus kalo kita menulis, misal menulis satu paragraf gitu ya, itu kan kalimatnya harus nyambung semua, nah cara kalian biar kalimat kalian nyambung itu gimana?
- S07 : Aku masih bingung *miss* yang kayak gitu.
- R : Kalau Maya gimana?
- S12 : Aku kalau tahu artinya ya bisa *miss*, tapi kalo gg tahu artinya ya gak bisa *miss*.
- R : Kalau menulis dapet idenya dari mana?
- S12 : Emmm, gimana ya *miss*?
- S07 : Kalau aku biasanya ngelamun dulu ntar tiba-tiba dapet ide *miss*,hehehe.
- R : Gitu ya? Kalian lebih memilih menulis tapi topiknya ditentukan guru atau menulis tapi topiknya bebas?
- S07 : Yang bebas *miss*.
- R : Icha lebih memilih topiknya bebas, kalau Maya gimana?
- S12 : Aku mending ditentuin gurunya aja *miss*.
- R : Kalian paham tidak tentang *S – V agreement*? Misalnya kalau *I* itu *I go* bukan *I goes* gitu, paham tidak?
- S12 : Belum paham *miss*.
- R : Kalau *tenses* paham tidak? Kalau menulis memperjhatikan *tenses* tidak?
- S07 : Lumayan paham sih *miss*, tapi kadang tidak memperhatikan, soalnya bingung.

- R : Kalau kosa kata sering ada kesulitan tidak? Misalnya kalau algi menulis terus tiba-tiba suka bingung, duh ini bahasa Inggrisnya apa ya? Sering seperti itu tidak?
- S12 : Enggak, *miss*.
- R : Kalau Icha gimana?
- S07 : Kadang-kadang ya bingung *miss*.
- R : Nah Icha, kalau pas bingung seperti itu kamu membuka kamus, bertanya kepada guru, atau bertanya kepada teman?
- S07 : Tanya temen, *miss*. Soalnya aku males membuka kamus.
- R : Loh, kok malas membuka kamus sih. Terus kalau menulis kalian memperhatikan tanda baca tidak? Seperti pemakaian titik, koma, pemakaian huruf besar gitu tidak?
- S07&S12 : Kadang-kadang *miss*.
- R : Kalau bu guru mengajar *writing* menyenangkan tidak? Paham tidak sama materi yang diajarkan?
- S5 : Paham *miss*, mengajarnya juga asyik kok.
- S6 : Iya *miss*, seru. Kadang-kadang nyanyi-nyanyi gitu.
- R : Berarti tidak membosankan ya?
- S07&S12 : Tidak, *miss*.
- R : Kalian suka menulis bahasa Inggris tidak?
- S07 : Suka *miss*.
- R : Kalau Maya suka tidak?
- S12 : Tidak terlalu suka *miss*, susah.
- R : Kalau ada tugas *writing* dapat *feedback* tidak dari bu guru? Emm, dikoreksi gitu?
- S07 : Iya *miss*.
- R : Koreksinya seperti apa?
- S07 : dicentang-centang gitu *miss*.

- R : Dicentang-centang ya? Terus yang dicentang-centang itu dibenerin juga tidak sama bu guru?
- S12 : Kadang dibenerin, tapi kadang tidak *miss*.
- R : Nah, kalian lebih suka dapet koreksian yang seperti apa? Yang Cuma dicentang-centang atau yang dicentang tapi dibenarkan sekalian?
- S6 : Yang dibenarkan sekalian *miss*.
- R : Emm, oke. Kalian lebih suka koreksian dari bu guru atau dari teman?
- S5 : Dari guru *miss*.
- R : Oke. Terima kasih ya dik Icha sama dik Maya.

No : Interview 06

Date : January 15th 2014

Activity : Classroom Observation

Respondents : R : Researcher

S04 : Steven

- R : Halo Steven, aku mau nanya-nanya sebentar ya.
- S04 : Apa *Miss*?
- R : Kamu ada kesulitan tidak dalam menulis bahasa Inggris?
- S04 : Ya kadang kesulitan, kadang tidak *miss*.
- R : Kesulitannya apa?
- S04 : Mengartikannya itu loh *miss*.
- R : Oh, yaya. Terus kalau pelajaran Bahasa Inggris pas belajar *writing* gitu kamu pinginnya aktivitasnya ngapain aja?
- S04 : Yang penting seru *miss*, gak bikin ngantuk.
- R : Ada permainannya gitu? Oke. Terus kalau kita menuliskan kalimat satu sama kalimat yang lain harus nyambung ya, nah cara kamu supaya kalimat kamu itu nyambung gimana sih?

S04 : Pakai kata penghubung, *miss*.

R : Emm, iya. Kalau pas menulis dapet idenya dari mana? Suka kehabisan ide tidak?

S04 : Ya mikir sendiri, *miss*.

R : Kalau menulis lebih seneng topiknya bebas atau ditentukan sama guru?

S04 : Bebas *miss*.

R : Bebas? Kenapa?

S04 : Soalnya kalau ditentukan gurunya tuh gak *mudeng*, *miss*.

R : Kamu paham tidak tentang *S – V agreement*? Misal kalo *I* itu *I go* bukan *I goes*?

S04 : Paham, *miss*.

R : Kalau menulis memperhatikan itu tidak?

S04 : Iya.

R : Kalau *tenses* paham tidak? Yang seperti *simple present tense*, gitu?

S04 : Paham, *miss*.

R : Kalau kosa katanya gimana? Ada kesulitan tidak?

S04 : Iya, *miss*. Kadang tidak tahu artinya apa.

R : Nah, kalau sperti itu kamu tanya guru, tanya temen, atau buka kamus?

S04 : Buka kamus.

R : Berarti membuka kaus itu bisa membantu dalam *writing* ya?

S04 : Iya, *miss*.

R : Kalau menulis memperhatikan tanda baca tidak? Pemakaian titik, koma, pemakain huruf kapital gitu?

S04 : Iya, *miss*.

R : Bu guru kalau mengajar *writing* enak tidak? Kamu paham tidak sama materi yang diajarkan?

S04 : Enak *miss*, paham.

- R : Kamu suka menulis bahasa inggris tidak?
- S04 : Suka, *miss*.
- R : Nah, kalau misal ada tugas *writing* gitu, kamu dapet koreksian tidak dari bu guru? Kayak gimana koreksiannya?
- S8 : Iya. Ya dikumpulkan terus dikoreksi sama bu guru, *miss*. Yang salah diberi lingkaran gitu.
- R : Oh gitu. Terus yang salah dibenerin juga tidak sama bu guru?
- S04 : Enggak, Cuma dilingkari saja.
- R : Kalau kamu maunya dibenerin sekalian tidak? Apa Cuma ditandai yang salah saja?
- S04 : Dibetulkan sekalian, *miss*. Hehe
- R : Eem, ya. Terus lebih suka dapat koreksian dari teman atau dari guru?
- S04 : Dari guru, *miss*.
- R : Oke, terima kasih ya Steven.

No : Interview 07

Date :

Activity : Classroom Observation

Respondents : R : Researcher

S14 : Hasna

- R : Halo dik, namanya siapa?
- S14 : Hasna, *miss*.
- R : Hasna, aku boleh nanya-nanya sebentar tidak? Gini, kalau pas *writing* kamu ada kesulitan tidak?
- S14 : Emm, kadang-kadang
- R : Kesulitannya gimana?

- S14 : Emm..gimana ya *miss*? Ya kadang-kadang tidak tau artinya, kadang tidak tahu tulisannya yang benar gimana.
- R : Oh gitu, terus misal pas belajar menulis gitu kamu pinginnya kegiatannya ngapain aja?
- S14 : Emm apa ya? Yang penting yang tidak bikin bosan *miss*.
- R : Terus kalau kita menulis kan kalimatnya harus nyambung semua ya, nah cara kamu gimana biar kalimat kamu nyambung?
- S14 : Gimana ya *miss*?
- R : Kamu tahu kata penghubung tidak? Seperti *next, then*, gitu?
- S14 : Oh iya yang itu. Ya kadang memakai itu tapi kadang tidak *miss*.
- R : Terus pas menulis kamu idenya dapet darimana? Suka kehabisan ide tidak?
- S14 : Iya *miss*, kalau bingung ya aku membuka kamus aja *miss*.
- R : Kalau *writing* kamu lebih suka topiknya ditentukan guru atau topiknya bebas?
- S14 : Ditentukan, *miss*. Supaya tidak susah mikirnya *miss*. Hehe
- R : Kamu paham tentang *S – V agreement* tidak? Misalnya kalau *they, we, I, you* itu pakainya tidak ditambah –s/-es tetapi kalau *he, she, it* itu ditambah –s/-es, paham tidak?
- S14 : Paham, *miss*.
- R : Kalau menulis memperhatikan itu tidak?
- S14 : Iya, *miss*.
- R : Kalau *tenses* paham tidak? Seperti *simple present tense* gitu?
- S14 : Lumayan, *miss*.
- R : Kalau menulis juga memperhatikan itu tidak?
- S14 : Kadang-kadang, *miss*.
- R : Kalau tentang kosa kata ada masalah tidak? Misal pas lagi menulis tiba-tiba bingung, duh ini bahasa inggrisnya apa ya? Suka seperti itu tidak?
- S14 : Iya, *miss*. Sering.

- R : Nah, kalau seperti itu terus kamu gimana? Apa nanya temen, nanya guru, atau membuka kamus?
- S14 : Membuka kamus, *miss*.
- R : Berarti membuka kamus itu sangat membantu kamu dalam menulis ya? Terus kalau menulis kamu memperhatikan penggunaan tanda baca tidak? Seperti penggunaan titi, koma, sama penggunaan huruf capital?
- S14 : Kalau tanda baca masih sering lupa, *miss*. Tapi kalau huruf capital memperhatikan.
- R : Em, kalau bu guru itu mengajar *writingnya* enak tidak, dik? Kamu paham tidak sama materi yang disampaikan bu guru?
- S14 : Enak *miss*, asyik.
- R : Kamu suka menulis bahasa inggris tidak?
- S7 : Lumayan, *miss*.
- R : Kalau ada tugas menulis, kerjaan kamu dicoret-coret tidak sama bu guru?
- S7 : Iya *miss*, yang salah dicoret.
- R : Dibenerin juga gak sama bu guru?
- S14 : Kadang-kadang *miss*.
- R : Nah, kamu lebih suka koreksian yang sekalian dibenerin atau tidak?
- S14 : Yang sekalian dibenerin sama gurunya, *miss*.
- R : Lebih suka dikoreksi sama temen atau sama bu guru?
- S14 : Sama bu guru, *miss*.
- R : Oke, terima kasih ya, Hasna.

No : Interview 08

Date : March 08, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S27 : Rafi

S29 : Rizal

R : Halo Rafi sama Rizal. Kok gak pada ke Kantin.

S27 : Lagi berhemat Miss, hehe.

R : Oh gitu. Miss Nisa boleh nanya-nanya sebentar gak?

S27 : Apa Miss? Jangan susah-susah loh Miss, ntar aku bingung.

R : Enggak kok. Tadi Rafi sama Rizal selesai gak nulis deskripsinya?

S29 : Selesai mis.

R : Kalau rafi gimana? Selesai gak? Masih ada kesulitan tidak?

S27 : Selesai sih Miss. Aku masih bingung nulis kalimatnya Miss, susah nerjemahinnya.

R : Kalau Rizal gimana?

S29 : Sama kayak Rafi Miss. Terus bingung Mau nulis apa aja.

R : Berarti masih bingung ngembangin idenya ya? Banyakin baca ya, biar nambah kosa kata. Terus, kemarin aku jelasin bagian-bagian descriptive text sama simple present ya, kalian udah paham belum tentang itu?

S29 : Ya dikit-dikit Miss kalo simple present, masih bingung. Tapi yang bagian-bagian descriptive text aku udah lumayan paham miss, kan Miss Rina udah pernah jelasin.

R : Kalo Rafi?

S27 : Sama kayak Rizal Miss, aku gak paham yang *present tense*, bingung Miss, yang ditambahin s/e itu apa aja, aku masih bingung miss.

R : Masih bingung ya? Besok Miss jelasin lagi deh. Oh ya, aku jelasinnya kecepatan po dek? Kok kalian masih pada bingung?

S27 : Lumayan cepet Miss ngomongnya. Tapi aku yo lola ding Miss, hehe.

S29 : Enggak kok Miss, gak kecepetan.

R : Yaudah, belajar lagi ya. Makasih ya udah mau diwawancarai.

No : Interview 09

Date : March 08, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S10 : Dinar

S25 : Putri

S30 : Salsabilla

R : Halo haloo, aku boleh nanya-nanya gak nih? Bentar doang kok.

S25 : Nanya apa Miss? Boleh kok.

R : Tadi pada kesulitan gak bikin deskripsinya? Mulai dari Putrid eh.

S25 : Emm, gak begitu susah si mis. Cumin gak tau bahasa Inggrisnya aja, jadi mesti bolak-balik kamus.

R : Oh, gitu. Kalo Bila?

S30 : Iya mis, kosa kata nya. Sama bingung kalimatnya udah bener belum.

R : Maksudnya *grammarnya* udah bener belum gt? Masih bingung tentang *simple present tense*?

S30 : Iya Miss.

R : Oke, Kalau Dinar?

S25 : Aku lumayan bisa kok Miss, ya sama kayak Putri sama Bila yang susah ya kosa katanya sama kata ganti Miss, *him* sama *her* itu loh.

R : Oh, itu. Berarti masih pada bingung tentang simple present tense ya? Kalo bagian-bagian descriptive text masih bingung gak?

- S25 : Udah paham miss.
 R : Bila sama Dinar gimana?
 S30 : Sudah kok Miss
 S10 : Aku juga udah Miss, udah gg bingung.
 R : Oke, besok belajar bareng lagi ya. Makasih.

No : Interview 10
Date : March 08, 2014
Activity : Classroom Observation
Respondents : R : Researcher

S32 : Sidik

- R : Sidik, Miss Nisa boleh nanya-nanya sebentar gak?
 S32 : Aduh Miss, mau nanya apa eh? Yang lain aja Miss, aku gak bisa Bahasa Inggris loh Miss.
 R : Gapapa, gg susah kok. Tadi kesulitan gak nulis deskripsinya?
 S32 : Ya gitu Miss, ngerjain sebisanya aja.
 R : Kesulitannya apa, dik?
 S32 : Apa ya Miss? Gak bisa nerjemahinnya mis, terus kan tadi banyak salah nulisnya Miss, yang dikasih tau Miss Nisa tadi loh.
 R : Oh, *spelling* nya ya. Emm, kalo present tense masih bingung gak?
 S32 : Masih miss, masih lupa nambahin s/es nya itu loh miss.
 R : Kalo bagian-bagian *descriptive text* bingung gak?
 S32 : Udah agak paham sih Miss, kan udah pernah dijelasin sama Miss Rina, tapi yo agak lupa Miss, hehe
 R : Yaudah, besok Miss terangin lagi deh. Emm, yaudah itu dulu aja deh, makasih yaa.

No : Interview 11

Date : March 15, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S07 : Maya

R : Maya, gimana tadi banyak yang salah enggak?

S07 : Ya lumayan Miss, hehe.

R : Tadi dapet kode apa aja?

S07 : Tadi kurang identificationnya Miss, terus banyak yang dipanah-panah itu Miss, kebalik ya miss itu?

R : Oh iya, kamu adjectivenya urutannya masih kebalik-balik.

S07 : Masih bingung Miss, soalnya.

R : Bingung enggak sama kode yang dikasih Miss Nisa?

S07 : Iya miss, kan tadi cuman sebentar jelasinnya. Untung tadi boleh diskusi, kan bisa nanyak temen yang agak mudeng Miss.

R : Iya sih, tadi kan waktunya dipotong buat nanti bersih-bersih kelas buat UTS besok Senin kan? Tadi juga udah aku kasih foto copyan kode-kodenya kan?

S07 : Iya miss, itu membantu banget.

R : Iya deh, makasih ya may. Sukses UTS nya ya.

S07 : Aamiin Miss.

No : Interview 12

Date : March 15, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S26 : Purwanti Ningsih

R : Halo Anti, Miss nanya-nanya sebentar ya. Gimana tadi banyak coret-coretan dari Miss Nisa gak?

S26 : Hehe, iya ki Miss.

R : Apa aja coretannya?

S26 : Tadi kurang identificationnya miss, terus banyak 'G' nya, sama huruf besar Miss.

R : Oh, grammar sama capitalization ya? Bisa benerin gak?

S26 : Sedikit-sedikit bisa Miss.

R : Paham gak sama kode-kode dari Miss Nisa?

S26 : Awalnya ya gak paham sama sekali Miss, kan belum pernah kayak gini. Tapi kan dikasih foto copyan tadi sama dijelaskan tadi ya agak paham miss, jelasinnya kecepatan miss.

R : Iya eh dik, takut waktunya gg cukup. Kan jamnya dipotong buat kerja bakti nanti. Yauda, makasih ya.

No : Interview 13

Date : March 15, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S25 : Putri

R : Halo Put, aku gangguin sebentar ya. Tadi banyak coretannya gak kerjaanmu?

S25 : Lumayan tadi Miss.

- R : Apa aja emang coretan dari Miss Nisa?
- S25 : tanda baca miss, ada yang kurang titik, hehe. Terus, grammar miss, sama panah-panah itu miss, kebalik-balik.
- R : Iya eh, banyak yang kebalik-balik susunan adjective nya. Tapi bisa benerin kan?
- S25 : Berhubung tadi boleh diskusi jadi ya bisa miss, nek ngerjain dewe paling ya mumet miss, hehe.
- R : Kalo kode-kodenya paham gg?
- S25 : Ini pertama kali miss, jadi ya mesti lihat foto copyan terus miss, tapi ya lumayan paham Miss.
- R : Oke, makasih put, sukses UTS nya yaa.

No : Interview 14

Date : March 15, 2014

Activity : Classroom Observation

Respondents : R : Researcher

C : Collaborator

- R : Gimana Rest menurut kamu kegiatan dicycle 1 ini?
- C : Emm, menurut ku udah lumayan bagus si. Kegiatannya bervariasi, mulai dari pengenalan *descriptive text*, pengenalan kosa kata baru sampai pengenalan *indirect feedback*.
- R : Nah, menurut kamu kegiatan-kegiatan dicycle 1 ini udah berjalan dengan baik belum?
- C : Udah baik kok. Tapi soal manajemen waktu masih belum tercapai dengan baik.
- R : Terus menurut kamu sikap siswa selama ini gimana si? Kira-kira respon mereka positif apa negative menurut kamu?
- C : Sebagian siswa si responnya positif ya, antusias gitu pas pelajaran walaupun masih ada satu atau dua anak yang memang sulit diatur.
- R : Menurut kamu mereka paham sama penjelasanku gak ya?

- C : Sebagian siswa bisa menangkap penjelasan dengan baik soale menurutku penjelasannya uda cukup jelas.
- R : Terus pendapat kamu tentang penggunaan *indirect feedback* hari ini gimana?
- C : Gimana ya? Penggunaan *indirect feedback* bisa membantu siswa dalam menulis. Tapi kayaknya sejauh ini masih cukup banyak siswa yang belum memahami kode-kode dalam *indirect feedback*.
- R : Iya si. Kan baru pertama kali terus tadi juga waktunya mepet jadi gak bisa jelasin secara rinci tentang kode-kodenya. Kasih saran dong rest, apa-apa aja yang perlu aku *improve* buat cycle 2?
- C : Kayaknya bakal lebih baik kalo siswa diberikan penjelasan yang lebih mendetail tentang *indirect feedback* karena sebagian besar masi pada bingung pas mereka disuruh ngedit tulisan mereka.

No : Interview 15

Date : April 12, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S13 : Hana

- R : Hai Hana, tadi bisa gak nulisnya? Masih kesulitan gak?
- S13 : Udah paham miss, kan udah dijelasin dua kali. Hehe
- R : Kalo susunan adjective masih bingung gak? Kemarin kan masih pada banyak yang salah tentang itu, kamu gimana?
- S13 : Kadang masih bingung sih miss, tapi uda mendingan daripada yg dulu. Kalo lihat catatan dari Miss Nisa aku paham kok
- R : Yaudah, dipelajari terus ya. Makasih ya Han, aku mau wawancara yg lain juga.
- S13 : Oke, Miss.

No : Interview 16

Date : April 12, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S14 : Hasna

R : Dek Hasna, tadi nulis deskripsinya masih kesulitan gak?

S19 : Enggak mbak, hehe.

R : Udah gak ada kesulitan tentang grammar, susunan adjective gitu misalnya?

S19 : Udah lebih paham sih miss daripada yang dulu itu.

R : Miss Nisa jelasinnya kecepetan gak?

S19 : Dikit si Miss, sama kurang serius Miss menurutku.

R : Hehe, kalo spaneng kan malah gak asyik to dek? Yaudah, miss wawancara yang lain dulu ya.

No : Interview 17

Date : April 12, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S21 : Derby

R : Haloo derby, gimana uda lebih paham tentang descriptive text?

S21 : Udah miss, hehe.

R : Tadi nulisnya ada kesulitan gak?

S21 : Enggak, Miss. Uda sering latihan descriptive sama Miss Nisa, hehe.

R : Iya, ya udah sering belajar nulis bareng aku ya, hehe. Bosen gak belajar sama Miss Nisa?

S21 : Enggak miss, kan banyak permainannya, jadi gak ngantuk.

- R : Miss Nisa jelasinnya kecepetan gg?
 S21 : Kadang iya Miss,tapi kadang ya mudah dipahami.
 R : Oke deh, besok kalo kecepetan diingetin ya biar gg cepet-cepet.Makasih ya.
 S21 : iya miss.

No : Interview 18

Date : April 19, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S12 : Farikha

- R : Halo icha, aku boleh nanya-nanya sebentar gak?
 S12 : Boleh miss, mau nanya apa?
 R : Tadi banyak gg yang dicoret-coret? Sama yang kemari banyak mana?
 S12 : Banyak yang kemarin miss. Hehe
 R : Tadi dapet coretan apa aja?
 S12 : Tadi tuh aku masih banyak huruf besar ditengah kalimat Miss, sama Sp tadi miss.
 R : Oh, spelling, ejaannya masih ada yang salah ya? Bisa benerin salahnya kan?
 S12 : Bisa Miss.
 R : Masih bingung gak sama kode-kodenya itu?
 S12 : Enggak Miss, udah mulai hafal dikit-dikit.
 R : Sip, oke, Makasih ya.

No : Interview 19

Date : April 19, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S03 : Anisa

R : Anisa, Miss nanya-nanya sebentar boleh ya?

S03 : Boleh, Miss.

R : Tadi banyak coret-coretannya gak kerjaanmu?

S03 : Gak sebanyak kemarin Miss.

R : Berarti kesalahannya menurun ya? Apa aja yang salah?

S03 : iyaa Miss. Emm, grammarnya miss sama salah kata tadi.

R : Sudah bisa benerin kan?

S03 : Sudah Miss, kan mirip-mirip sama kesalahan yang dulu itu miss, trus tadi sama lihat kerjaan yang kemarin, jadi ya bisa miss.

R : Kode-kodenya masih bingung enggak?

S03 : Enggak Miss.

R : Miss Nisa ngajarnya kecepetan atau malah kurang cepet dek?

S03 : Kecepetan Miss, banyak bercanda juga. Hehe

R : Biar gak pada ngantuk dek. Oke, makasih ya.

No : Interview 20

Date : April 19, 2014

Activity : Classroom Observation

Respondents : R : Researcher

S10 : Dinar

R : Dinar, gimana tadi kerjaannya banyak salahnya gak?

S10 : Enggak Miss, dikit banget malah.

R : Wah, bagus dong. Apa aja emang salahnya?

S10 : Emm, ada yang dicentang miss, yang kata Miss Nisa kurang kata kerja tadi loh, sama ada yang mesti dihilangin.

R : oh, iya. Masih bingung gak sama kode-kodenya?

S10 : Enggak kok, Miss.

R : Bagus deh, ditingkatin ya. Makasih ya Dinar.

No : Interview 21

Date : April 19, 2014

Activity : Classroom Observation

Respondents : R : Researcher

C : Collaborator

R : Gimana Rest menurut kamu kegiatan dicycle 2 ini?

C : Cukup menarik, Niss. Lebih bervariasi mulai dari *gamesnya*, terus aktivitas individu sama kelompoknya. Manajemen waktunya juga udah mendingan daripada yang cycle 1 kemarin.

R : Terus kalo penggunaan *indirect feedbacknya* gimana?

- C : Dicycle 2 ini siswa lebih paham ya terus cuma beberapa anak yang masi bingung. Dibandingin cycle 1 kemarin, siswa lebih cepat dalam merevisi tulisan mereka berdasarkan *feedback* yang diberikan.
- R : Menurut kamu *improvement* apa sih yang paling kelihatan?
- C : Yang jelas terlihat sih meningkatnya pemahaman siswa tentang grammar ya, *prounoun*, *S-V agreement*, *article*, terus sama organisasi teksnya lebih komplit, lebih runtut tulisannya.

C. OBSERVATION CHECKLISTS

Observation Checklist of the Teaching-Learning Process

Date : February 22, 2014

Meeting : 1

Filled by the collaborator

No	Observation Items	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.	✓		
	2. The students respond to the greeting passed by the teacher.	✓		
	3. The teacher asks the students' condition.	✓		
	4. The students tell their condition to their teacher.	✓		
	5. The teacher leads the prayer.		✓	
	6. The teacher explains the goal of teaching and learning	✓		
	7. The teacher gives lead-in questions.	✓		
B.	Whilst-Teaching			
	1. The students are ready to learn the materials.	✓		Some students were noisy.
	2. The teacher introduces a model of descriptive text by giving them input text.	✓		
	3. The students read the text.	✓		
	4. the teacher and the students discuss the generic structure and languages features of the text.	✓		
	5. The researcher give chances to the students to ask questions.	✓		
	6. The students deliver questions to the teacher.	✓		

	7. The students are motivated in doing the tasks given by the teacher.	✓		
	8. The teacher guides the students in every stage of teaching learning process.	✓		
	9. The students use dictionary to help them in finding vocabularies.		✓	Most of them did not bring a dictionary.
C.	Post-Teaching			
	1. The researcher summarizes and reflects the lesson.	✓		
	2. The students reflect their learning.	✓		
	3. The teacher previews on the upcoming materials.	✓		
	4. The teacher ends the class.	✓		
D.	Class situation			
	1. The students have enthusiasm/motivation during the teaching learning process.	✓		
	2. The students are actively take parts in each class activity.	✓		
	3. The time allocation is appropriate.	✓		
	4. The time management is good.	✓		
	5. The media used by the researcher are sufficient in the teaching learning process.	✓		
	6. The teacher's instruction are clear.	✓		

Observation Checklist of the Teaching-Learning Process

Date : March 1, 2014

Meeting : 2

Filled by the collaborator

No	Observation Items	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.	✓		
	2. The students respond to the greeting passed by the teacher.	✓		
	3. The teacher asks the students' condition.	✓		
	4. The students tell their condition to their teacher.	✓		
	5. The teacher previews the previous materials.	✓		
	6. The teacher explains the goal of teaching and learning	✓		
B.	Whilst-Teaching			
	1. The students are ready to learn the materials.	✓		Some students were still busy with their own business.
	2. The teacher and the students discuss the homework.	✓		
	3. The teacher explains about simple present tense.	✓		
	4. The teacher checks the students' understanding.	✓		
	5. The researcher give chances to the students to ask questions.	✓		
	6. The students deliver questions to the teacher.	✓		
	7. The teacher ask the students to do the exercises.	✓		
	8. The students do the exercises.	✓		
	9. The teacher asks the students to write a descriptive text about one of their family members.		✓	The time was up.
	10. The students write a descriptive text.		✓	
	11. The students are motivated in doing the tasks given by the researcher.	✓		Some students were not motivated.

	12. The researcher guides the students in every stage of teaching learning process.	✓		
	13. The students use dictionary to help them in finding vocabularies.	✓		
C.	Post-Teaching			
	1. The researcher summarizes and reflects the lesson.	✓		
	2. The students reflect their learning.	✓		
	3. The teacher previews on the upcoming materials.	✓		
	4. The teacher leads a prayer.	✓		
	5. The teacher ends the class.	✓		
D.	Class situation			
	1. The students have enthusiasm/motivation during the teaching learning process.	✓		Not all students
	2. The students are actively take parts in each class activity.	✓		
	3. The time allocation is appropriate.		✓	
	4. The time management is good.		✓	
	5. The media used by the researcher are sufficient in the teaching learning process.	✓		
	6. The researcher's instruction are clear.	✓		

Observation Checklist of the Teaching-Learning Process

Date : March 8, 2014

Meeting : 3

Filled by the collaborator

No	Observation Items	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.	✓		
	2. The students respond to the greeting passed by the teacher.	✓		
	3. The teacher asks the students' condition.	✓		
	4. The students tell their condition to their teacher.	✓		
	5. The teacher previews the previous materials.	✓		
	6. The teacher explains the goal of teaching and learning	✓		
B.	Whilst-Teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher and asks the students to do the task.	✓		
	3. The teacher and the students discuss the task.	✓		
	4. The teacher asks the students to write a descriptive text about one of their family members.	✓		
	5. The students write a descriptive text.	✓		
	6. The students are motivated in doing the tasks given by the researcher.	✓		
	7. The researcher guides the students in every stage of teaching learning process.	✓		
	8. The students use dictionary to help them in finding vocabularies.	✓		
C.	Post-Teaching			
	1. The researcher summarizes and reflects the lesson.	✓		
	2. The students reflect their learning.	✓		
	3. The teacher previews on the upcoming materials.	✓		
	4. The teacher leads a prayer.	✓		
	5. The teacher ends the class.	✓		

D.	Class situation			
	1. The students have enthusiasm/motivation during the teaching learning process.	✓		
	2. The students are actively take parts in each class activity.	✓		Not all students
	3. The time allocation is appropriate.	✓		
	4. The time management is good.	✓		
	5. The media used by the researcher are sufficient in the teaching learning process.	✓		
	6. The researcher's instruction are clear.	✓		

Observation Checklist of the Teaching-Learning Process

Date : March 15, 2014

Meeting : 4

Filled by the collaborator

No	Observation Items	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.	✓		
	2. The students respond to the greeting passed by the teacher.	✓		Not all students respond
	3. The teacher asks the students' condition.	✓		
	4. The students tell their condition to their teacher.	✓		
	5. The teacher previews the previous materials.	✓		
	6. The teacher explains the goal of teaching and learning	✓		
B.	Whilst-Teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes students' work and handouts.	✓		
	3. The teacher explains about the codes used in the feedback.	✓		
	4. The teacher checks the students' understanding.	✓		
	5. The researcher give chances to the students to ask questions.	✓		
	6. The students deliver questions to the teacher.	✓		
	7. The teacher ask the students to revise their writing.	✓		
	8. The students are motivated in doing the tasks given by the researcher.	✓		
	9. The researcher guides the students in every stage of teaching learning process.	✓		
	10. The students use dictionary to help them in finding vocabularies.	✓		
C.	Post-Teaching			
	✓ The researcher summarizes and reflects the lesson.		✓	
	✓ The students reflect their learning.		✓	

	✓ The teacher previews on the upcoming materials.	✓		
	✓ The teacher leads a prayer.	✓		
	✓ The teacher ends the class.	✓		
D.	Class situation			
	1. The students have enthusiasm/motivation during the teaching learning process.	1.		
	2. The time allocation is appropriate.	2.		
	3. The time management is good.	3.		
	4. The researcher's instruction are clear.	4.		

Observation Checklist of the Teaching-Learning Process

Date : April 5, 2014

Meeting : 5

Filled by the collaborator

No	Observation Items	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.	✓		
	2. The students respond to the greeting passed by the teacher.	✓		Not all students respond to the greeting.
	3. The teacher asks the students' condition.	✓		
	4. The students tell their condition to their teacher.	✓		
	5. The teacher previews the previous materials.	✓		
	6. The teacher explains the goal of teaching and learning	✓		
B.	Whilst-Teaching			
	1. The students are ready to learn the materials.		✓	
	2. The teacher discusses the common mistakes made by students in writing.	✓		Some students were busy with their own business.
	3. The teacher distributes the worksheets.	✓		
	4. The teacher explains about simple present tense and adjective order.	✓		
	5. The teacher conducts a game.	✓		
	6. The teacher checks the students' understanding.	✓		
	7. The researcher give chances to the students to ask questions.	✓		
	8. The students deliver questions to the teacher.		✓	
	9. The students are motivated in doing the tasks given by the researcher.			
	10. The researcher guides the students in every stage of teaching learning process.	✓		
	11. The students use dictionary to help them in finding vocabularies.	✓		
C.	Post-Teaching			
	1. The researcher summarizes and reflects the	✓		

	lesson.			
	2. The students reflect their learning.	✓		
	3. The teacher previews on the upcoming materials.	✓		
	4. The teacher leads a prayer.	✓		
	5. The teacher ends the class.			
D.	Class situation			
	1. The students have enthusiasm/motivation during the teaching learning process.	✓		
	2. The time allocation is appropriate.		✓	
	3. The time management is good.		✓	One activity could not be covered.
	4. The researcher's instruction are clear.	✓		

Observation Checklist of the Teaching-Learning Process

Date : April 12, 2014

Meeting : 6

Filled by the collaborator

No	Observation Items	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.	✓		
	2. The students respond to the greeting passed by the teacher.	✓		
	3. The teacher asks the students' condition.	✓		
	4. The students tell their condition to their teacher.	✓		
	5. The teacher previews the previous materials.		✓	
	6. The teacher explains the goal of teaching and learning	✓		
B.	Whilst-Teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher conducts a game.	✓		
	3. The teacher checks the students' understanding.	✓		
	4. The researcher give chances to the students to ask questions.	✓		
	5. The students deliver questions to the teacher.	✓		
	6. The teacher ask the students to revise their writing.	✓		
	7. The students are motivated in doing the tasks given by the researcher.	✓		
	8. The researcher guides the students in every stage of teaching learning process.	✓		
	9. The students use dictionary to help them in finding vocabularies.	✓		
C.	Post-Teaching			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The students reflect their learning.	✓		
	3. The teacher previews on the upcoming materials.	✓		
	4. The teacher ends the class.	✓		

D.	Class situation			
	7. The students have enthusiasm/motivation during the teaching learning process.	✓		
	8. The time allocation is appropriate.	✓		
	9. The time management is good.	✓		
	10. The researcher's instruction are clear.	✓		

Observation Checklist of the Teaching-Learning Process

Date : April 19, 2014

Meeting : 7

Filled by the collaborator

No	Observation Items	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.	✓		
	2. The students respond to the greeting passed by the teacher.	✓		
	3. The teacher asks the students' condition.	✓		
	4. The students tell their condition to their teacher.	✓		
	5. The teacher previews the previous materials.	✓		
	6. The teacher explains the goal of teaching and learning.	✓		
B.	Whilst-Teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes students' work and handouts.	✓		
	3. The teacher explains about the codes used in the feedback.	✓		
	4. The teacher checks the students' understanding.	✓		
	5. The researcher give chances to the students to ask questions.	✓		
	6. The students deliver questions to the teacher.	✓		
	7. The teacher ask the students to revise their writing.	✓		
	8. The students are motivated in doing the tasks given by the researcher.	✓		
	9. The researcher guides the students in every stage of teaching learning process.	✓		
	10. The students use dictionary to help them in finding vocabularies.	✓		
C.	Post-Teaching			
	1. The researcher summarizes and reflects the lesson.	✓		
	2. The students reflect their learning.	✓		

	3. The teacher previews on the upcoming materials.	✓		
	4. The teacher leads a prayer.	✓		
	5. The teacher ends the class.	✓		
D.	Class situation			
	1. The students have enthusiasm/motivation during the teaching learning process.		✓	Some students only
	2. The time allocation is appropriate.	✓		
	3. The time management is good.	✓		
	4. The researcher's instruction are clear.	✓		

D. FIELD NOTES

No : FN. 01
Date : Monday, January 13th 2014
Place : SMP N 1 Ngemplak
Activity : Asking for permission
Respondent : **R** : Researcher
 ET : English Teacher
 HM : Headmaster

R came to the school and met ET at the school lobby. R told ET that she wanted to meet HM for asking permission for conducted a research. ET told R that HM had another guest. R waited for about 15 minutes. After the guest leaving HM's room, R entered the room. R explained to HM about her purpose of her coming. HM asked some questions related to the research and finally permitted R to conduct the research at the school. HM asked R to meet ET to ask her permission to conduct research at her class.

R waited ET in the school lobby since ET had something to do first. ET came to the school lobby and discussed the research that would be conducted by R. After having discussion, ET allowed R to conduct the research. R then told ET that she needed to do observation and interview to gain the preliminary data. R and ET discussed the schedule to do observation and interview. Then, R thanked to ET and went to the staff office to give the permission letter.

No : FN. 02
Date : Monday, January 15th 2014
Place : Class VIIC
Activity : Class observation
Respondent : R : Researcher
 ET : English Teacher
 Ss : Ss

R came to the school at 08.30 a.m. and met ET at the teachers' office. R saidas promised before she wanted to do class observation and interviews with both theSs and ET. R and ET went to class VII C when the bell rang at 08.40 a.m.

ET entered the class and greeted the Ss by saying "*Assalamualaikum*" but not all the Ss answered it since some of them were busy with their own bussiness. Before starting the class, the teacher did ice breaking by asking "*it's rainy, do you feel cold?*"Some Ss answered "yes".Next, ET checked the attendance. After that ET asked the Ss from the front rows to back ones to mention a number for each student. Some Ss did not pay attention so they were confused on what numbers they should mention. Then, ET asked the Ss to open the LKS on page 9 and read the instruction,"*Listen to your teacher and complete the missing letter.*"ET spoke the name of each thing on the task and the Ss completed the missing words. Some Ss made noise because they did not know the spelling and they asked their friends what the answer was. Then ET asked the Ss to come in front of the class and write down the answer. Some of the Ss came in front of the class voluntarily but some others just made noises at the back and did not participate.

After discussing the answer, ET moved to the next activity. First, ET explained about singular and plural forms. Then, ET asked the Ss to listen to her and thick the picture she mentioned. After that, ET asked the Ss to listen to her and repeat after her. The next activity was writing the plural forms of things in the task given. In this part, the Ss were so noisy and hard to handle. Some of them made a joke with

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their friends, some were asking the teacher the meaning of certain word. When the Ss asked the meaning of certain words, ET, first, asked the student to look up in the dictionary. Unfortunately, some Ss did not bring dictionaries, so ET gave the description of the word. For example the Ss asked “*Miss, envelope itu apa?*” then ET answered “*envelope? You use it when you send a letter. You put your letter in it.*” If the Ss still did not understand, she gave the Indonesian meaning.

Then the bell rang and it was the break time. R interviewed ET during the break time.

After the break time, ET continued the lesson with other listening activities. There were two activities; listen and write and listen and answer. In the listen and write section, ET mentioned a thing and the Ss had to write down what they heard. In the listen and answer section, the Ss were asked to answer the questions reated the text read by the teacher. First, ET wrote down the questions on the board and then ET read the text three times. After that ET asked the Ss to exchange their work with their friends and discuss the answer together with her.

After they finished discussing the answer, ET asked the Ss to count the score and she called Ss’ names and wrote the score. The bell rang when ET was noting the score. Then she ended the class soon by saying “*See you next meeting. Wassalamualaikum.*”

No : FN. 03
Date : Monday, February 22nd 2014
Place : Class VIIC
Activity : Meeting 1 (Cycle 1)
Respondent : R : Researcher
 ET : English Teacher
 Ss : Ss

R came to the school at 10.00 a.m. and waited in the school lobby. After sometime, C also came. Then they met ET at the teachers' office. At 10.10, they went to the classroom together. ET greeted Ss and told them that for some next meetings Ss would learn English with R. Ss had known R since R did her PPL at the school. Then, ET left the classroom.

R opened the class by greeting Ss and asked for their condition. R also checked the attendance list. The topic in the first meeting was *My Family*. First, R introduced the topic and explained the objectives of the study to SS. Then, R showed a picture and asked some questions related to the pictures.

After that R distributed the worksheets to Ss. Then, R tried to recall Ss' understanding on descriptive text by asking what descriptive text is. Some Ss could answer the questions but some others did not. Then, R read an example of descriptive text. All of the Ss paid attention to her. After reading the text, R asked Ss to read the text aloud. In reading the text, the Ss still did mispronunciations so R corrected the Ss whenever Ss made mistakes. Then, R and Ss discussed the text. After that, R asked the Ss to do the comprehension questions. After Ss doing the comprehension questions, Ss discussed the answers with R. Some of the Ss actively took part in the discussion.

R explained about descriptive text after discussing the answers of the comprehension questions. Since ET had also explained about it, R did not find any meaningful difficulties. Then, R asked Ss to read another example of descriptive text

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and do the next exercise. In this exercise, Ss were asked to rewrite the text based on its generic structure in the provided column.

Then R explained about the adjective group used to describe something or someone. All of the Ss paid good attention to R. Next, R conducted a simple game. To do this game, R needed eight students. First, R asked to Ss who wanted to be the volunteers. Unfortunately, Ss were shy and no one wanted to be the volunteer. So, R pointed eight students randomly. In this game, R stuck eight pictures on the board and distributed the description to Ss and they were asked to decide which picture was being described in their text and write down the name under the picture. Ss did the games enthusiastically. There were still two exercises left but the bell had rung so R let SS do the exercises as their homework. Then, R the lesson and ended the class.

No : **FN. 04**
Date : **Saturday, March1st 2014**
Place : **Class VIIC**
Activity : **Meeting 2 (Cycle 1)**
Respondent : **R : Researcher**
ET : **English Teacher**
Ss : **Ss**

R came to the school together with C. The fifth lesson had not started so R and C waited in the school lobby. After waiting for ten minutes, the bell rang. R and C went to the classroom. R and C met ET in the in front of the classroom. ET explained to them that she had something to do so ET could not join the class.

The topic of the second meeting was still my family. Before starting the lesson, R told Ss about what activities they were going to do in that meeting. Then R reviewed the materials in the last meeting and asked the students about their home work. All Ss did the home work. Then R discussed the home work briefly.

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Next, R explained about simple present tense. Since Ss still had low understanding of this material, it took longer time in explaining the materials. Most of the Ss paid attention to the R's explanation and took note on the important aspects. Then, R distributed the worksheet to the Ss asked them to do the first task. In this task, Ss were asked to rearrange jumbled words into good sentences. This activity was aimed to enable students got better understanding on simple present tense.

Then, R and the students discussed the answer. R asked Ss to write the answer on the board and discussed whether their answer was right or wrong and then R also asked Ss to decide which were the subject, the predicate, the object and the adverb. Ss did the task quite well. Then, R summarized the lesson and told Ss about next meeting activities. R closed the lesson by saying goodbye.

No : FN. 05
Date : Saturday, March 8th 2014
Place : Class VIIC
Activity : Meeting 3 (Cycle 1)
Respondent : R : Researcher
 ET : English Teacher
 Ss : Ss

R came to the school and met C in the school lobby. C had come before R came. After sometime, the bell rang so R and C went to the classroom together. The classroom was still empty when R and C entered the classroom because Ss had the previous lesson in the laboratory.

R started the class after Ss entering the classroom. R reviewed the last materials to refresh the Ss' memory. R gave chance to Ss to ask some questions related to the material they had not understood. No one wanted to ask a question.

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Then R distributed worksheets to the Ss and asked them to do it. The Ss were asked to rearrange jumbled paragraph into a good text. After all Ss had finished doing the task, R and Ss discussed the answer.

R did a brief review on the first and second materials and then asked Ss to write a description about one of their family members. At first, Ss were complained that they could not do the task. The said, "*susah miss, gak bisa.*" Then, R encouraged Ss to do the task. Ss were allowed to open their dictionary but they were prohibited to discuss with their friends. Ss started to write, while R was walking around the class to make sure that Ss did the task properly and to give individual feedback for those who needed it.

After Ss finished their writing, Ss handed their work to R. Then, R summarized the lesson and told Ss what they were going to do in the next meeting. R ended the class by saying goodbye.

No : FN. 06
Date : Saturday, March 15th 2014
Place : Class VIIC
Activity : Meeting 4 (Cycle 1)
Respondent : **R** : Researcher
 ET : English Teacher
 Ss : Ss

R came to the school with C at 10.00 a.m. R met ET in the teachers' office. ET explained that the learning time for each lesson was subtracted five minutes because the classrooms would be prepared for the mid term exam. After that, R left the teachers' office and went to the classroom with C.

R opened the class by greeting and asked Ss' condition. Then, R told the Ss

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that on that day they would be an editor, they would correct their writing. Then, R distributed a copy of the codes she used to give feedback to ss. R also explained what the codes meant and gave examples on what mistakes commonly did by Ss and how to correct their mistakes.

R asked Ss to revise their writing based on the feedback given by R. Ss suggested to R to have an outdoor class. R agreed and then R instructed the Ss to the volley ball field. At first, Ss were confused because they had never done such activity before. So, R asked the students to have small group discussion and help one another to correct their work. R also walked around to help the students. C also helped R in assisting Ss when Ss were revising their writing.

Although most of the Ss found some difficulties in revising their writing, with small group discussion and the R's assistance, Ss could finish their task. After all students had finished revising their writing, R asked them to back to the class room. Then, R closed the lesson by saying goodbye.

No : FN. 07
Date : Saturday, April 5th 2014
Place : Class VIIC
Activity : Meeting 5 (Cycle 2)
Respondent : R : Researcher
 ET : English Teacher
 Ss : Ss

R arrived at the school and met ET at the teachers' office. R explained that she would do the second cycle of her research. ET allowed R to do the second cycle. Then, R went to the class and started the lesson.

The topic of the fifth meeting was *my idol*. R told the objectives of the lesson

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to Ss. R also asked the Ss' difficulties in writing descriptive text. Ss admitted that they still had low vocabulary mastery and low understanding of grammar. Then, R explained about adjective group and pronoun. Actually these materials had been discussed in the first cycle, but since Ss still made some mistakes in terms of adjectives group and pronoun, R decided to gave more explanation.

R wrote some sentences with incorrect adjective group and incorrect pronoun and then asked Ss to discuss the correct form of those sentences with their partner. Then, R asked some Ss to come in front of the class and write the correct answer. There was no one of the Ss who wanted to be a volunteer, so R pointed the Ss randomly. After Ss had finished correcting the sentences, R and Ss discussed whether the answers were correct or not.

After that, R conducted a game named "*adjective game*". In this game, Ss were asked to write three adjectives in a paper given by R. Then Ss had to change their paper with their friend who was in fifth count to the left. After they got their friend's paper, they were asked to write the meaning of the adjectives and then changed again their works to the next fifth friends in their left. Next, they had to write a sentence by, if possible, combining those three adjectives in one sentence. However, if it was difficult to combine the adjectives in a sentence, Ss were allowed to make a sentence with one adjective only. In this part, Ss would apply their understanding of adjective order. Then, R called three students to write their sentences on the board and then discussed together with all students. Ss were excited in doing the games, but some of them had difficulty in finding the meaning of some unfamiliar adjective so R let them open their dictionary.

R then distributed a handout to the students. The handout consisted of some pictures of famous figures and some questions related to the pictures, an example of descriptive text describing a famous figure named Agnes Monica and an exercise related to the text. Then R asked the students to look at the first task. They were asked

to look at the pictures and answer the questions. R asked the students to give simple description of the picture. Most of the students actively took part and describe the picture by saying “She is beautiful. She is a famous artist. She is a beautiful singer. etc.”

Next, R instructed the students read the text in the task 2. Before asking Ss to do the task, she discussed the meaning of the text with the students. Then, she asked the Ss to do the exercises. Ss did the exercises very well. Then R and Ss discussed the answer. Before ended the lesson, R informed Ss to bring a picture of their favorite idol in the next meeting. After that, R summarized the lesson and closed the class.

No : **FN. 08**
Date : **Saturday, April12th 2014**
Place : **Class VIIC**
Activity : **Meeting 6 (Cycle 2)**
Respondent : **R : Researcher**
ET : **English Teacher**
Ss : **Ss**

The class started at 10.10 in the morning. R came to the class with C. R soon opened the class. In this occasion R would conduct “*Who I Am*” game and then asked Ss to write a description about their favorite idol. To conduct the game, R divided the class in to eight small groups which each group consisted of four Ss. Then, each group was given a picture of famous artist. When prepared the pictures, the researcher discussed with the collaborator about the artists that might were well known by the students, so the Ss would not get any meaningful difficulty in doing the games. After all groups had got a picture, R told the students about the rules of the games. First, Ss should not let the other groups know about their group’s picture. Ss were allowed to open the dictionary and they only had ten minutes to write the description.

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After all group had finished writing the description, R pointed three groups to send their two representatives to come in front the class. One representative would read the description and the other groups would guess who were being described. Then, another representative would write the description on the board. After all the representatives of the three groups had finished writing the description, R gave indirect feedback on the students' writing in the group and asked the other groups to correct the mistakes. This activity helped the Ss to have better understanding about the use of indirect feedback and how to correct the mistakes. Ss were excited in correcting their friends' mistakes. Next, R discussed with Ss whether the corrections were already correct or still incorrect. Then, the researcher asked the students to hand in their works.

R continued the lesson by distributing a worksheet to Ss and explaining to them what they were going to do. Ss were asked to write description about their favorite idol. Ss were allowed to open their dictionary but they were not allowed to discuss with their friends. Since there were some Ss who did not bring dictionary, R asked them to borrow dictionary at the library. While Ss were doing the task, the researcher moved around the class to give help to students who needed it. The researcher also checking students' writing in the game conducted in the former activity. Most of the Ss did not find any difficulty in doing the task. It can be seen from the students' attitudes. They were enjoyed writing and did not disturbing the other friends. When Ss got difficulty in terms of vocabulary, Ss no longer asked the researcher or their friends. Ss would first check the dictionary and of they could not find the word, they would ask the researcher. Unlike in the first cycle when most of Ss complained and told R that writing was difficult, in this cycle there was no one of the Ss complained about the task. After all students had finished writing, R asked them to submit the works. Then, R distributed their writing of the former activity which had given feedback by R and asked them to revise at home. R closed the class.

No : FN. 09
Date : Saturday, April 19th 2014
Place : Class VIIC
Activity : Meeting 7 (Cycle 2)
Respondent : R : Researcher
 ET : English Teacher
 Ss : Ss

R and C came to the school at 10.05 a.m. R met ET at the school lobby. ET asked about the progress of the research and R explained about it. Next, R and C went to the classroom. R started the class by greeting, asked Ss' condition and then checking the attendance list.

The main activity that would be conducted in the sixth meeting was revising Ss' work. Firstly, R asked Ss to submit the homework. Then, R gave general feedback to Ss and showed the common mistakes made by Ss. Based on the analysis of Ss' writing in cycle two, Ss still made some mistakes in grammatical aspects, such as inappropriate use of pronouns, subject – verb agreement and the use of articles. R then re-explained about these materials. Ss paid attention to the R's explanation seriously.

After all the students had understood R's explanation, R gave their writing back and asked Ss to correct their work based on the feedback that R had given to them. Most of the Ss had understood about the codes used by R and they also could correct the mistakes. R walked around the class to help the students who needed her help. After all Ss had finished correcting their writing, R asked them to submit the works. Before R closed the lesson, R informed Ss that next week they would have an evaluation. Then, R closed the lesson.

E. COURSE GRIDS

The Use of Indirect Feedback to Improve Grade VII Students' Writing Skills at SMP N 1 Ngemplak

COURSE GRID

School : SMP N 1 Ngemplak

Subject : English

Standard of Competence : Speaking

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

Cycle 1 (Meetings 1-4)

Basic Competence	Learning Materials	Indicators	Activities	Assessment		Time Allocation	Learning Resources	Media
				Technique	Instrument			
12.2Mengungkapkan makna dan langkah retorika	1. <i>Examples of descriptive texts: My Beloved</i>	1. Identifying specific information	GBA (Genre-Based Approach) 1. Looking at	Written test	Essay	8x40	1*)	Pictures

<p>dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure</p>	<p><i>Mother, My Father, My Little Sister.</i></p> <p>2. <i>Simple present tense</i></p>	<p>from descriptive text.</p> <p>2. Identifying the generic structure of a narrative text</p> <p>3. Using simple present tense in writing sentences appropriately.</p> <p>4. Identifying the adjectives in the texts.</p> <p>5. Writing a sentence with correct adjective</p>	<p>pictures and answering questions given by the teacher orally</p> <p>2. Reading aloud the examples of descriptive text.</p> <p>3. Answering the comprehension questions.</p> <p>4. Studying the explanation of the language feature and generic structure of descriptive text, simple present tense, and adjective group.</p> <p>5. Discussing the generic structure of descriptive text in the previous task.</p> <p>6. Reading another example of descriptive text.</p> <p>7. Rewriting the text using students' own word based on the generic structure of the text.</p>			minutes	2*)	
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	3. <i>Adjectives commonly used to describe people</i>	group.	8. Identifying the adjectives in the texts and making sentences using the adjectives.					
	4. <i>Adjective group</i>	6. Writing a descriptive text.	9. Rearranging jumbled words into good sentences. 10. Rearranging jumbled paragraphs into a good descriptive text. 11. Writing a description about one of students' family member.					

*)

1. Anderson, M. and Anderson, K. (1998). *Text Types in English 3*. South Yarra: MacMillan Education Australia PTY LTD.
2. Azar, B. S. (1988). *Understanding and Using English Grammar* (2nd Ed.). Englewoods Cliffs, New Jersey: Pratince Hall.

Cycle 2 (Meeting 5-7)

Basic Competence	Learning Materials	Indicators	Activities	Assessment		Time Allocation	Learning Resources	Media
				Technique	Instrument			
12.3Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam	<ul style="list-style-type: none"> - <i>Examples of descriptive text: Agnes Monica.</i> - <i>Adjectives group</i> - <i>Pronoun</i> 	<ol style="list-style-type: none"> 1. Identifying specific information from descriptive text. 2. Identifying the generic structure of a descriptive text. 	GBA (Genre-Based Approach) <ol style="list-style-type: none"> 1. Looking at pictures and answering questions given by the teacher orally 2. Reading aloud the descriptive text. 3. Discussing the generic structure of the text. 4. Doing the exercise: stating whether the statements are true or false based on the text. 	Written test	Essay	6x40 minutes	1*) 2*)	Pictures

teks berbentuk descriptive dan procedure		<p>3. Writing sentences with correct pronoun.</p> <p>4. Writing sentences with correct adjective group.</p>	<p>5. Studying the explanation on adjectives pronoun.</p> <p>6. Rearranging jumbled words into correct sentence.</p> <p>7. Studying the explanation on adjective group.</p> <p>8. Playing “<i>Adjectives Game</i>”</p> <p>9. Playing “<i>Who Am I?</i>” game</p> <p>10. Writing a description about “<i>My Favorite Idol</i>”.</p>					
--	--	---	--	--	--	--	--	--

		5. Writing a descriptive text.						
--	--	--------------------------------	--	--	--	--	--	--

*)

1. Anderson, M. and Anderson, K. (1998). *Text Types in English 3*. South Yarra: MacMillan Education Australia PTY LTD.
2. Azar, B. S. (1988). *Understanding and Using English Grammar* (2nd Ed.). Englewoods Cliffs, New Jersey: Pratince Hall

F. LESSON PLANS

LESSON PLAN

Name of the School	:SMP N 1 NGEMPLAK
Class	: VII
Semester	:2
Subject	: English
Text Type	: Descriptive text
Skill	: Writing
Time Allocation	: 6 x 40 minutes (3 meetings)

A. Standard of Competency

13. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

B. Basic Competence

12.4Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure

C. Indicators

1. Students are able to identify the social function, generic structure, and language features of descriptive text.
2. Students are able to use present tense in composing descriptive text.
3. Students are able to use adjectives to describe someone.

D. Objective

At the end of the lesson students are expected to be able to write a descriptive text.

E. Learning Materials

See appendix G Learning Materials and Worksheets

F. Learning Method

Genre Based Approach

G. Teaching-Learning Activities**First Meeting****1. Opening (10 minutes)**

- a. Greeting
- b. Praying
- c. Checking the attendance
- d. Previewing the previous materials
- e. Discussing the aim of the lesson and what students are expected to do.

2. Main Activity (60 minutes)**a. Building Knowledge of the Field**

- 1) Teacher shows a picture of a figure (family members).
- 2) Teacher asks some questions related to the picture.

- 3) Teacher asks the students to describe the picture using simple sentences.

b. Modelling of Text

- 1) Students read an example of descriptive texts.
- 2) Students together with teacher discussing the generic structures of the descriptive text and some common adjectives used to describe people.
- 3) Students read other example of descriptive text and identify the generic structure.
- 4) Teacher conducts a simple game.
- 5) In pairs, students identify the adjectives used to describe people from the texts in the previous task.
- 6) Students together with the teacher discuss other adjectives that commonly used to describe people.
- 7) Students write sentences using the adjectives they have identified in the previous task.

3. Closing (10 minutes)

- 1) Students together with the teacher summarize what they have learnt.
- 2) Students together with the teacher make a reflection on their teaching learning activity.
- 3) Teacher gives feedback to the students.

Second Meeting

1. Opening (10 minutes)

- 1) Greeting
- 2) Praying
- 3) Checking the attendance
- 4) Previewing the previous materials
- 5) Discussing the aim of the lesson and what students are expected to do.

2. Main Activity (60 minutes)

a. Joint Construction of the Text

- 1) Teacher asks some questions related to the last meeting materials to recall students' memory.
- 2) Teacher explains about simple present tense.
- 3) Students rearrange jumble words into a good sentence.
- 4) In pairs, the students rearrange jumbles sentences into a good descriptive text.

b. Independent Construction of the Text

- 1) Individually, students write a descriptive text about one of their family member and submit the work to the teacher.

3. Closing (10 minutes)

- 1) Students together with the teacher summarize what they have learnt.
- 2) Students together with the teacher make a reflection on their teaching learning activity.
- 3) Teacher gives feedback to the students.

Third Meeting

1. Opening (10 minutes)

- 1) Greeting
- 2) Praying
- 3) Checking the attendance
- 4) Previewing the previous materials
- 5) Discussing the aim of the lesson and what students are expected to do.

2. Main Activity (60 minutes)

a. Independent Construction of the Text

- 1) Teacher hands out students' work which had been given coded feedback.
- 2) Teacher explains what the codes means and how to correct the mistakes.
- 3) Students correct their work by themselves.

3. Closing (10 minutes)

- 1) Students together with the teacher summarize what they have learnt.
- 2) Students together with the teacher make a reflection on their teaching learning activity.
- 3) Students hand in their work.

H. Learning Resources

1. Anderson, M. and Anderson, K. (1998). *Text Types in English 3*. South Yarra: MacMillan Education Australia PTY LTD.
2. Azar, B. S. (1988). *Understanding and Using English Grammar* (2nd Ed.). Englewoods Cliffs, New Jersey: Pratince Hall.

I. Assessment

Writing Scoring Rubric

Aspect	Level	Score	Criteria
	Excellent - Very good	20 – 18	Relevant to the assigned topic, match the purpose of descriptive text.
	Good – Average	17 - 15	Mostly relevant to the assigned topic, match the purpose of descriptive text.

Content	Fair – Poor	14 - 12	Inadequate development of assigned topic, almost match to the purpose of descriptive text.
	Very poor	11 - 9	Not related to the assigned topic or not enough to evaluate.
Organization	Excellent – Very Good	20 – 18	Well organized of a descriptive text, ideas clearly stated, cohesive.
	Good – Average	17 – 15	Loosely organized of a descriptive text but ideas stand out.
	Fair – Poor	14 – 12	Ideas confused or disconnected.
	Very Poor	11 – 9	No organisation or not enough to evaluate.
Vocabulary	Excelent – Very Good	20 - 18	Effective word choice and usage.
	Good – Average	17- 15	Occasional errors of word form, choice, usage, but meaning not obscured.
	Fair – Poor	14 - 12	Frequent errors of word form, choice, usage, meaning confused.
	Very Poor	11 - 9	Little knowledge of english vocaburaies/words or not enough to evaluate.
Language Use	Excellent – Very Good	20 - 18	Few errors of agreements, tenses, articles, pronouns, prepositions.
	Good – Average	17 - 15	Several errors of agreements, tenses, articles, pronouns,

			prepositions, meaning seldom obscured.
	Fair – Poor	14 - 12	Several errors of agreement, tenses, articles, pronouns, prepositions, meaning seldom obscured, meaning obscured.
	Very Poor	11 - 9	Dominated by errors of agreement, tenses, articles, pronouns, prepositions, not enough to evaluate.
Mechanic	Excellent – Very Good	20 - 18	Few errors of spelling, punctuation, capitalization.
	Good – Average	17 - 15	Occasional errors of spelling, punctuation, capitalization, but meaning not obscured.
	Fair – Poor	14 - 12	Frequent errors of spelling, punctuation, capitalization, poor handwriting.
	Very poor	11 - 9	Dominated by errors of spelling, punctuations, capitalization, handwriting illegible or not enough to evaluate.

Adapted from: Jacob's et al.'s scoring profile in Weigle (2002: 116)

Ngemplak, February 20th, 2014

Teacher

Rina Nurhayati

Researcher

Dwi Annisa Rachmawati

NIP. 19710813 199610 2 001

NIM. 10202244081

LESSON PLAN

Name of the School : SMP N 1 NGEMPLAK
Class : VII
Semester :2
Subject : English
Text Type : Descriptive text
Skill :Writing
Time Allocation : 6 x 40 minutes (3 meetings)

A. Standard of Competency

14. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk **descriptive** dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Basic Competence

12.5 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk **descriptive** dan procedure

C. Indicators

Students are able to:

1. Write sentences using simple present tense.
2. Use adjectives order to describe people.
3. Write a descriptive text.

4.

D. Objective

At the end of the lesson students are expected to be able to write a descriptive text.

E. Learning Materials

See Appendix G Learning Materials

F. Learning Method

Genre Based Approach

G. Teaching-Learning Activities

First Meeting

1. Opening (10 minutes)

- a. Greeting
- b. Praying
- c. Checking the attendance
- d. Previewing the previous materials
- e. Discussing the aim of the lesson and what students are expected to do.

2. Main Activity (60 minutes)

a. Building Knowledge of the Field

- 1) Students look at a picture of famous artists.
- 2) Students answers some questions to the related pictures.
- 3) Students describe the picture using simple sentences.

b. Modelling of Text

- 1) Students read an example of descriptive texts.
- 2) Students together with teacher discussing the generic structures of the descriptive text and some common adjectives used to describe people.
- 3) Students answer the comprehension questions related to the text.

- 4) Students and teacher discuss the answer of the comprehension questions.
- 5) Teacher explains about simple present tense and adjectives order.
- c. **Joint Construction of Text**
 - 1) Students do “adjectives game”
 - a. Students are asked to write three adjectives.
 - b. Then they have to change their work with their friend in the fifth counts to the left.
 - c. After they get their friend’s work, they have to write the meaning of the adjectives. Next, they have to change again their work to their friend in five counts to the left.
 - d. Then, they have to, if possible, combine those three adjectives in a sentences. If it is not possible to combine the adjectives, students can write a sentence with an adjectives.
 - e. Students come in front of the class and write their sentences. Then, students will discuss with the teacher whether their sentences are correct or wrong.

3. Closing (10 minutes)

- 1) Students together with the teacher summarize what they have learnt.
- 2) Students together with the teacher make a reflection on their teaching learning activity.
- 3) Teacher gives feedback to the students.

Second Meeting

1. Opening (10 minutes)

- 1) Greeting
- 2) Praying
- 3) Checking the attendance

- 4) Previewing the previous materials
- 5) Discussing the aim of the lesson and what students are expected to do.

2. Main Activity (60 minutes)

a. Joint Construction of the Text

- 1) Students do “Who am I?” game.
 - a) Students are divided into a group of four.
 - b) Each group will get two pictures of famous artists.
 - c) They have to write a description of the artists in minimal five sentences.
 - d) Each group should have two representatives to come in front of the class. One student to read the description and one other write the description on the board.
 - e) The other groups should guess who is being described.
 - f) The teacher will give feedback for each group’s writing on the board by using code and ask them to correct and rewrite the writing.
 - g) The winner will be decided based on the how many mistakes they made and how many correct guess they had.

b. Independent Construction of the Text

- 1) Individually, students write a descriptive text about one of their family member and submit the work to the teacher.

3. Closing (10 menit)

- 1) Students together with the teacher summarize what they have learnt.
- 2) Students together with the teacher make a reflection on their teaching learning activity.
- 3) Teacher gives feedback to the students.

Third Meeting

1. Opening (10 menit)

- 1) Greeting
- 2) Praying
- 3) Checking the attendance
- 4) Previewing the previous materials
- 5) Discussing the aim of the lesson and what students are expected to do.

2. Main Activity (60 menit)

a. Independent Construction of the Text

- 1) Teacher hands out students' work which had been given coded feedback.
- 2) Teacher explains what the codes means and how to correct the mistakes.
- 3) Students correct their work by themselves.

3. Closing (10 menit)

- 1) Students together with the teacher summarize what they have learnt.
- 2) Students together with the teacher make a reflection on their teaching learning activity.
- 3) Students hand in their work.

H. Learning Resources

1. Anderson, M. and Anderson, K. (1998). *Text Types in English 3*. South Yarra: MacMillan Education Australia PTY LTD.
2. Azar, B. S. (1988). *Understanding and Using English Grammar* (2nd Ed.). Englewoods Cliffs, New Jersey: Pratince Hall.

I. Assessment

Writing Scoring Rubric

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	Fair – Poor	14 - 12	Inadequate development of assigned topic almost match to
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Organization	Excellent – Very Good	20 – 18	Well organized of a descriptive text ideas clearly stated
	Good – Average	17 – 15	Loosely organized of a descriptive text but ideas stand
	Fair – Poor	14 – 12	Ideas confused or disconnected.
	Very Poor	11 – 0	No organisation or not enough to evaluate
Vocabulary	Excelent – Very Good	20 - 18	Effective word choice and usage
	Good – Average	17- 15	Occasional errors of word form, choice usage but meaning not
	Fair – Poor	14 - 12	Frequent errors of word form, choice usage meaning
	Very Poor	11 - 9	Little knowledge of english vocabulary/words or not
Language Use	Excellent – Very Good	20 - 18	Few errors of agreements, tenses articles pronouns
	Good – Average	17 - 15	Several errors of agreements, tenses articles pronouns
	Fair – Poor	14 - 12	Several errors of agreement, tenses articles pronouns
	Very Poor	11 - 9	Dominated by errors of agreement tenses articles
Mechanic	Excellent – Very Good	20 - 18	Few errors of spelling, punctuation capitalization
	Good – Average	17 - 15	Occasional errors of spelling, punctuation capitalization but
	Fair – Poor	14 - 12	Frequent errors of spelling, punctuation capitalization
	Very poor	11 - 9	Dominated by errors of spelling, punctuations capitalization

Adapted from: Jacob's et al.'s scoring profile in Weigle(2002: 116)

Ngemplak, April 1st, 2014

Teacher

Researcher

Rina Nurhayati

Dwi Annisa Rachmawati

NIP. 19710813 199610 2 001

NIM. 10202244081

G. LEARNING MATERIALS AND WORKSHEETS

The Learning Tasks and Materials for Cycle 1

Date: _____

Name :

Class :

St. No :

STUDENTS' WORKSHEET

TASK 1

Read the following text and answer the questions.

My Beloved Mother

My mother is a beautiful woman. She is not tall but not too short, and she has curly brown hair. She has brown eyes. She has light skin, and she has a beautiful smile. Her weight is about 57kg.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good wife and mother. She always takes care of her family. My mother does not like a mess. So, she always cleans our house and keeps the things in the right place. She has a beautiful voice. Her hobby is singing and dancing.

She always has a smile on her face. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss. When the family have a problem she always be with us to helps us and to give us all her love. I love my moher so much, she teaches me alot to be a good child.

Adapted from: <http://nestiaoktariza.blogspot.com>

Questions:

1. What is the text about?
2. How is the writer's mother appearance?
3. Does the writer's mother like mess?
4. Why does the writer love her mother?
5. Do you know what kind of text is the text above?

TASK 2

The text you have just read is a descriptive text. In pairs, study the following explanation of descriptive text and discuss its definition, goal, characteristics, and structure of a descriptive text.

The text you had learnt in task 2 is an example of **DESCRIPTIVE** text. A descriptive text describes a particular person, place or thing. Its goal is to 'tell' about the subject by describing its features without including personal opinions. The descriptive text has two main parts:

1. INTRODUCTION

Gives general information about the object (the name, the location)

2. DESCRIPTION

Describes the object in detail (how it is look like, the characteristics of the object, etc)

To describe a person or an object, you need to use **ADJECTIVES**. An adjective is a word that describes a person or things, for example BIG, BEAUTIFUL, and etc. Find the adjectives in the task 2.

The table below shows you the adjectives usually used in describing people

Age	Face	Height	Build	Hair	Eyes	Clothes
Young Elderly middle-aged teenager in 20s, 30s, 40s 20 years old, 50 years old	round, oval, square, with scars, wrinkles, freckles, sun- tanned, pale	tall, short, medium height 185cm tall	slim, thin, plump, fat, skinny	bald, straight, curly, spiky, wavy	big round blue eyes, large, small, bright, narrow	casual, scruffy, shabby, smart, tidy, messy

Adjective order

	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	
a	beautiful		young			English			woman
		long		straight	black				hair

Opinion	An opinion adjective explains what you think about something (other people may not agree with you). For example: silly, beautiful, handsome, kind, etc.
Size	A size adjective, of course, tells you how big or small something is. For example: large, tiny, fat, tall, short, etc.
Age	An age adjective tells you how young or old something or someone is. For example: ancient, new, young, old
Shape	A shape adjective describes the shape of something. For example: square, round, curly, etc.
Color	A color adjective, of course, describes the color of something. For example: blue, pink, reddish, grey
Origin	An origin adjective describes where something comes from. For example: French, lunar, American, eastern, Greek,
Material	A material adjective describes what something is made from. For example: wooden, metal, cotton, paper
Purpose	A purpose adjective describes what something is used for. These adjectives often end with “-ing”. For example: sleeping (as in “sleeping bag”), roasting (as in “roasting tin”)

TASK 3

Read the following text and divide the sentences/paragraph based on the structure.

My Father

My father's name is Fadlan Ubaidi. He is 41 years old. My father is a handsomeman. He has pointed nose and chubby cheeks. My father is a great man that I ever known. He can be a fatherand he can be a good friend for his family.

My father is a brave man because he works to catch criminals. He is a soldier in Bogor. My father is a good soldier; he wins an award as the best soldier in Indonesia. I'm proud of him, and I'm proud to be his daughter. Many people think that soldier is horrible, but my father is not a horrible person. He likes to make a jokeand makes his family laughing.

My father's hobbies are swimming, running, and practicing *tae kwon do*. My father usually listens to the music when he works in his office. He has some idols such as Muse, Rolling Stones, Air Supply, and Judika. My father is a hard working person. He doesn't want to be a lazy person. He always says, "Don't waste your time to do something that's not important for you". I think I have a father who will be the best father that I ever had, and I love him so much.

Title:

.....

Description:

.....

Conclusion:

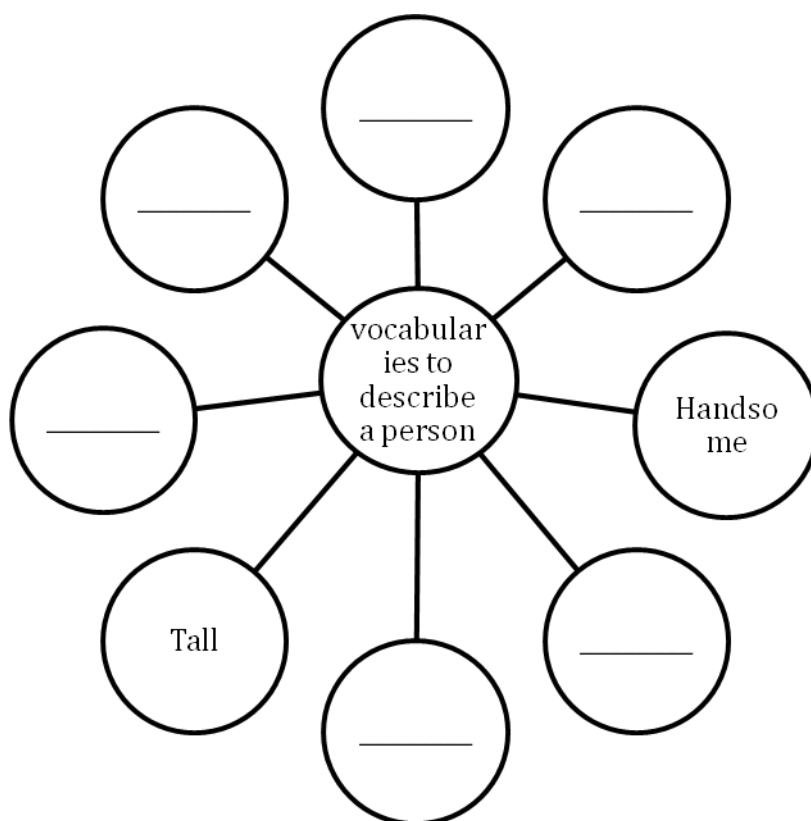
.....

.....

.....

TASK 4

From the texts in the task 1 and task 2, write down the vocabularies that can be used



A blue rectangular box with a white border and a small white circle at the top right corner. The text "TASK 5" is written in white capital letters inside the box.

TASK 5

Write a sentence form each vocabulary you had written in the task 3! Look at the

1. My father is 170cm tall.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

The Learning Tasks and Materials for Cycle 1

Date: _____

Name :

Class :

St. No :

STUDENTS' WORKSHEET

TASK 1

Rearrange these words into a good sentence!

1. Sister - cute - a - is - my -girl.
2. Curly - has - my - brown- mother - has.
3. Oval - and - face - hair - she - long - has - black.
4. Seems - Ratri - in - always - mood - be - to - a - good.
5. Dark - Cristiano Ronaldo - short - hair - has.
6. Working - organized - is - hard - and - he.
7. Friend - really - I - a -she - nice -is - think.
8. Appearance - has - personality - Ratna - good - and.
9. Teacher - and - beautiful - our - is - helpful.
10. Anyone - sister - always - way - a - has - my - cheer - to - up.

TASK 2

Rearrange these paragraphs below into a gooddescriptive text!

My Little Sister

Nida has two little brown eyes, sharp nose, small lips, and chubby cheeks which made her round face looks so cute. Her straight black hair is short and very smooth. She has fair skin that makes her look shiny. Nida is also very photogenic. She loves to be captured, pose, and always looks good on the camera.

I like to play and talk with her whenever I have a spare time. Nida gives me cheerfulness and inspiration. I hope she'll always stay the same until she's of age later.

My little sister named Nida Hamidah. She is eight years old, and she is a third grader students of elementary school at SDN 1 Cadasari. She's my very beloved sister.

Nida has good sincerity. She will sincerely give anything she has to anyone who needs it more than she does. It is an amazing thing for her age. That is why she has many faithful friends. She is also a cheerful little girl. She likes to smile and act playfully. She seldom cries even when she falls down to the ground and her knee is bleeding.

I have one little sister.

TASK 3



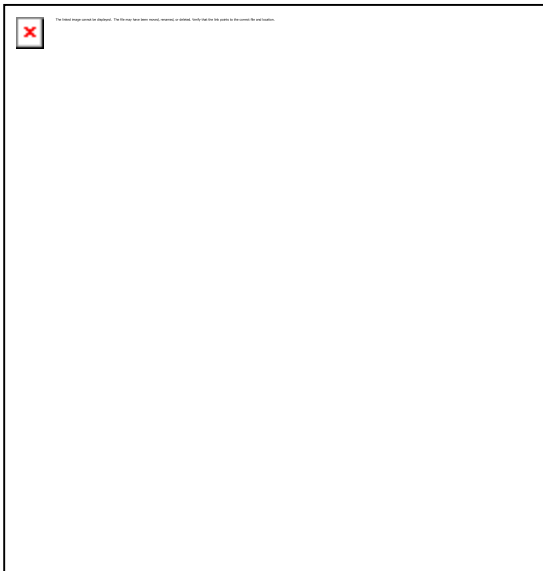
Write a good description about one of your family members. After you have finished, submit your work to your teacher.

[illegible]

The Learning Tasks and Materials for Cycle 2

TASK 1

Look at the picture and answer the questions.



Pictures: <http://koleksimusik.blogspot.com>

<http://www.kapanlagi.com>

1. What the pictures are about?
2. Do you know who are in the picture?
3. Describe the people in the picture in two sentences.

TASK 2

Read the text below and do the following exercise.

Agnes Monica

Her full name is Agnes Monica Muljoto. She was born 1 July 1986 in Jakarta. She is a singer. She is good both at singing and dancing. Agnes is slim but not too tall. She has light skin. Agnes is a stylish woman. She often changes her hair style.

Agnes Monica is the youngest child in her family. Her father's name is Ricky Suprpto and her mother is Jenny Siswono. She has only one older brother named Steve Muljoto.

Agnes Monica is a very talented artist. Beside singing, she also can play music instruments such as guitar and piano. Agnes Monica has several famous songs. Her everlasting songs are "Pernikahan Dini, Tak Ada Logika, Jera", for instance. She also has a well-known song entitled "Cinta Mati duet with Ahmad Dhani.

Adapted from: <http://www.sekolahoke.com>

Exercise

State whether the statements below are true or false by giving T for the true statements and F for the false statements.

Statements	T/F
------------	-----

1. Now Agnes is 26 years old.	
2. She was born in Jakarta.	
3. Agnes has two brothers.	
4. Agnes is the first child.	
5. Agnes can sing and play music instruments.	

Arranging Jumbled Words Game

Mother – has – curly – my – hair – brown.

Teacher – is – our – beautiful – helpful – and.

Friend – really – I – a – she – nice – is – think.

Young – is – talented – singer – Sherina – a.

Oval – and – face – hair – she – long – has – black – straight.

Her – beautiful – looks – she – red – skirt.

Short – smooth – her – hair – black – is – very.

To – her – I – play – time – like – spare – with – when – have.

Laila – teacher – wants – be – a – to – great.

Soldier – father – as – my – work – a.

“Who am I?” Game





H. THE WRITING RUBRIC

The Writing Rubric

Aspect	Level	Score	Criteria
Content	Excellent - Very good	20 – 18	Relevant to the assigned topic, match the purpose of descriptive text.
	Good – Average	17 – 15	Mostly relevant to the assigned topic, match the purpose of descriptive text.
	Fair – Poor	14– 12	Inadequate development of assigned topic, almost match to the purpose of descriptive text.
	Very poor	11 - 9	Not related to the assigned topic or not enough to evaluate.
Organization	Excellent – Very Good	20 – 18	Well organized of a descriptive text, ideas clearly stated, cohesive.
	Good – Average	17 – 15	Loosely organized of a descriptive text but ideas stand out.
	Fair – Poor	14 – 12	Ideas confused or disconnected.
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Vocabulary	Excelent – Very Good	20 - 18	Effective word choice and usage.
	Good – Average	17- 15	Occasional errors of word form, choice, usage, but meaning not obscured.
	Fair – Poor	14 - 12	Frequent errors of word form, choice, usage, meaning

			confused.
	Very Poor	11 - 9	Little knowledge of english vocaburaies/words or not enough to evaluate.
Language Use	Excellent – Very Good	20 - 18	Few errors of agreements, tenses, articles, pronouns, prepositions.
	Good – Average	17 - 15	Several errors of agreements, tenses, articles, pronouns, prepositions, meaning seldom obscured.
	Fair – Poor	14 - 12	Several errors of agreement, tenses, articles, pronouns, prepositions, meaning seldom obscured, meaning obscured.
	Very Poor	11 - 9	Dominated by errors of agreement, tenses, articles, pronouns, perpositions, not enough to evaluate.
Mechanic	Excellent – Very Good	20 - 18	Few errors of spelling, punctuation, capitalization.
	Good – Average	17 - 15	Occasional errors of spelling, punctuation, capitalization, but meaning not obscured.
	Fair – Poor	14 - 12	Frequent errors of spelling, puctuation, capitalization, poor handwriting.
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Adapted from: Jacob's et al.'s scoring profile in Weigle (2002: 116)

I.THE WRITING SCORES

Students' Writing Scores in the Pre-test

Rater: Yuliana Istiani, S.Pd.

No.	Name	C	O	V	L	M	JML
1.	Aninda Aulia Rahayu	14	14	12	12	13	65
2.	Anisa Mahmudah	16	16	15	15	15	77
3.	Anisa Nur Aini	14	14	10	10	14	62
4.	Dani Lee Stevent Sukma	10	10	12	12	13	57
5.	Darma Wijaya Putra	9	9	9	9	9	45
6.	Daru Setiawan	9	9	9	9	9	45
7.	Dayu Maya Vernanda	14	14	12	10	14	64
8.	Deni Tri Wahyudi	9	9	10	10	12	50
9.	Dika Agung Laksono	9	9	9	9	9	45
10.	Dinar Aria Prasasti	17	17	14	14	15	77
11.	Ella Isnaini	15	14	13	13	14	69
12.	Farikha Nazula	17	17	14	14	16	78
13.	Hana Pertiwi	15	15	13	13	13	69
14.	Hasna Nur Abidah	17	17	15	14	15	78
15.	Imam Hidayat	9	9	9	9	9	45
16.	Indah Eka Nugraheni	14	14	13	12	13	66
17.	Lusiana Eka Putri	15	15	14	14	15	73
18.	M. Rosiq Akbar Syah	9	9	9	9	9	45
19.	Novia Rahma Latifah	15	15	14	14	14	72
20.	Nur Arifka Dewi	13	13	12	12	12	62
21.	Nur Khamnary Derby	14	14	14	14	14	70
22.	Nur Rizqi Zanuria Marvelin	14	14	13	13	13	67
23.	Nurhuda Ihram Faidan	10	10	9	9	9	47
24.	Nurvita Kiki Susilowati	13	13	10	10	12	58
25.	Putri Syari Ayuningtyas	17	17	15	14	16	79
26.	Puwarti Ningsih	16	14	14	12	14	70
27.	Rafi Ibnu Kurniawan	12	12	12	12	12	60
28.	Rio Dwi Altrian	9	9	9	9	9	45
29.	Rizal Hafidz Zaini	12	12	10	10	12	56
30.	Salsabilla Wening Sinawang	17	17	14	14	15	77
31.	Satria Bayu Aradita	15	15	13	13	14	70
32.	Sidik Prasetyo	9	9	9	9	9	45

Students' Writing Scores in the Pre-test

Rater: Dwi Annisa Rachmawati

No	Name	Pre-test					
		C	O	V	LU	M	JML
1	Aninda Aulia Rahayu	15	14	13	12	13	67
2	Anisa Mahmudah	15	16	16	15	16	78
3	Anisa Nur Aini	14	9	12	10	15	65
4	Dani Lee Stevent Sukma Wijaya	11	9	13	12	14	61
5	Darma Wijaya Putra	9	15	9	9	9	45
6	Daru Setiawan	9	9	9	9	9	45
7	Dayu Maya Vernanda	15	9	13	10	15	68
8	Deni Tri Wahyudi	9	17	10	10	12	50
9	Dika Agung Laksono	9	15	9	9	9	45
10	Dinar Aria Prasasti	17	17	14	14	15	77
11	Ella Isnaini	16	15	14	13	14	72
12	Farikha Nazula	17	17	15	14	16	79
13	Hana Pertiwi	17	16	15	13	13	74
14	Hasna Nur Abidah	17	17	15	14	16	79
15	Imam Hidayat	9	9	9	9	9	45
16	Indah Eka Nugraheni	15	14	14	12	14	69
17	Lusiana Eka Putri	16	16	14	14	15	75
18	M. Rosiq Akbar Syah	9	9	9	9	9	45
19	Novia Rahma Latifah	16	16	15	14	14	75
20	Nur Arifka Dewi	15	14	13	12	12	66
21	Nur Khamnari Derby P.	15	15	14	14	14	72
22	Nur Rizqi Zanuria M.	16	15	14	13	13	71
23	Nurhuda Ihram Faidan	10	10	10	9	9	48
24	Nurvita Kiki Susilowati	15	14	11	10	12	62
25	Putri Syari A	17	17	15	14	16	79
26	Puwarti Ningsih	14	14	14	12	14	68
27	Rafi Ibnu Kurniawan	14	13	13	12	12	64
28	Rio Dwi Altrian	9	9	9	9	9	45
29	Rizal Hafidz Zaini	13	12	10	10	13	58
30	Salsabilla Wening Sinawang	17	17	15	14	15	78
31	Satria Bayu Aradita	15	14	13	12	13	67
32	Sidik Prasetyo	9	9	9	9	9	45

Students' Writing Scores in Cycle 1

Rater: Yuliana Istiani, S.Pd.

No	Name	Pre-test					
		C	O	V	LU	M	JML
1	Aninda Aulia Rahayu	15	15	15	14	15	74
2	Anisa Mahmudah	17	17	14	14	16	78
3	Anisa Nur Aini	15	15	15	14	16	75
4	Dani Lee Stevent Sukma Wijaya	13	13	10	10	12	58
5	Darma Wijaya Putra	10	10	9	9	9	47
6	Daru Setiawan	9	9	9	9	9	45
7	Dayu Maya Vernanda	17	17	15	16	16	81
8	Deni Tri Wahyudi	12	12	10	10	12	56
9	Dika Agung Laksono	12	12	10	10	12	56
10	Dinar Aria Prasasti	17	17	17	16	16	83
11	Ella Isnaini	15	15	15	15	16	76
12	Farikha Nazula	17	17	17	16	16	83
13	Hana Pertiwi	15	15	14	13	14	71
14	Hasna Nur Abidah	16	16	16	15	16	79
15	Imam Hidayat	10	10	10	10	9	49
16	Indah Eka Nugraheni	13	14	13	13	14	67
17	Lusiana Eka Putri	16	17	15	15	16	79
18	M. Rosiq Akbar Syah	9	9	9	9	9	45
19	Novia Rahma Latifah	15	15	13	14	14	71
20	Nur Arifka Dewi	14	14	12	12	16	66
21	Nur Khamnari Derby Pambudi	17	17	17	16	16	83
22	Nur Rizqi Zanuria Marvelin	17	17	15	15	15	79
23	Nurhuda Ihram Faidan	13	13	12	12	12	62
24	Nurvita Kiki Susilowati	14	14	13	12	13	66
25	Putri Syari Ayuningtyas	17	17	15	15	16	81
26	Puwarti Ningsih	17	17	13	13	14	74
27	Rafi Ibnu Kurniawan	17	17	15	15	15	79
28	Rio Dwi Altrian	9	9	9	9	9	45
29	Rizal Hafidz Zaini	10	15	14	14	14	67
30	Salsabilla Wening Sinawang	17	17	15	16	16	81
31	Satria Bayu Aradita	17	17	17	15	16	82
32	Sidik Prasetyo	13	13	12	12	12	62

Students' Writing Scores in Cycle 2

Rater: Dwi Annisa Rachmawati

No	Name	Pre-Test					
		C	O	V	LU	M	JML
1	Aninda Aulia Rahayu	15	14	15	15	16	75
2	Anisa Mahmudah	17	16	17	16	17	83
3	Anisa Nur Aini	16	15	16	15	15	77
4	Dani Lee Stevent Sukma Wijaya	15	16	15	13	14	73
5	Darma Wijaya Putra	14	13	10	10	10	57
6	Daru Setiawan	11	10	9	9	9	48
7	Dayu Maya Vernanda	17	16	15	15	16	81
8	Deni Tri Wahyudi	12	12	13	13	13	63
9	Dika Agung Laksono	13	14	11	11	13	64
10	Dinar Aria Prasasti	18	16	17	17	17	85
11	Ella Isnaini	18	17	15	15	15	82
12	Farikha Nazula	17	16	16	16	17	83
13	Hana Pertiwi	16	15	15	15	15	76
14	Hasna Nur Abidah	17	17	15	15	16	82
15	Imam Hidayat	12	12	11	11	12	59
16	Indah Eka Nugraheni	15	14	13	13	15	71
17	Lusiana Eka Putri	17	16	17	17	16	83
18	M. Rosiq Akbar Syah	10	10	9	9	9	47
19	Novia Rahma Latifah	17	16	15	15	15	77
20	Nur Arifka Dewi	15	14	12	12	15	70
21	Nur Khamnari Derby Pambudi	17	17	15	15	16	81
22	Nur Rizqi Zanuria Marvelin	17	17	15	15	16	81
23	Nurhuda Ihram Faidan	13	13	11	11	11	61
24	Nurvita Kiki Susilowati	16	15	14	14	16	76
25	Putri Syari Ayuningtyas	17	16	16	16	17	82
26	Puwarti Ningsih	16	15	14	14	16	76
27	Rafi Ibnu Kurniawan	16	15	13	13	14	71
28	Rio Dwi Altrian	13	12	10	10	10	58
29	Rizal Hafidz Zaini	13	14	15	15	15	71
30	Salsabilla Wening Sinawang	17	17	15	15	16	81
31	Satria Bayu Aradita	17	17	15	15	16	82
32	Sidik Prasetyo	13	12	10	10	12	59

Students' Writing Scores in Cycle 2

Rater: Yuliana Istiani, S.Pd.

No	Name	Pre-test					
		C	O	V	LU	M	JML
1	Aninda Aulia Rahayu	15	15	15	15	15	75
2	Anisa Mahmudah	17	16	17	16	16	82
3	Anisa Nur Aini	14	14	14	14	14	70
4	Dani Lee Stevent Sukma Wijaya	15	14	14	12	13	68
5	Darma Wijaya Putra	13	13	14	13	13	66
6	Daru Setiawan	10	9	9	9	9	46
7	Dayu Maya Vernanda	17	16	17	15	16	81
8	Deni Tri Wahyudi	12	12	13	13	13	63
9	Dika Agung Laksono	13	13	13	11	13	63
10	Dinar Aria Prasasti	17	16	17	17	17	84
11	Ella Isnaini	17	17	17	17	15	83
12	Farikha Nazula	17	16	17	16	16	82
13	Hana Pertiwi	15	15	15	15	15	75
14	Hasna Nur Abidah	16	16	17	16	15	80
15	Imam Hidayat	11	12	12	10	12	57
16	Indah Eka Nugraheni	14	13	13	13	13	66
17	Lusiana Eka Putri	17	16	16	16	16	81
18	M. Rosiq Akbar Syah	12	12	12	12	10	58
19	Novia Rahma Latifah	17	16	14	15	16	78
20	Nur Arifka Dewi	14	23	13	12	13	64
21	Nur Khamnari Derby Pambudi	17	17	16	15	16	81
22	Nur Rizqi Zanuria Marvelin	17	16	16	15	16	80
23	Nurhuda Ihram Faidan	13	13	12	11	12	61
24	Nurvita Kiki Susilowati	16	15	16	15	15	77
25	Putri Syari Ayuningtyas	17	16	16	16	16	81
26	Puwarti Ningsih	16	15	15	15	13	74
27	Rafi Ibnu Kurniawan	15	15	14	13	51	72
28	Rio Dwi Altrian	12	13	12	11	11	59
29	Rizal Hafidz Zaini	14	14	14	14	14	70
30	Salsabilla Wening Sinawang	17	16	16	15	16	80
31	Satria Bayu Aradita	17	16	17	15	16	81
32	Sidik Prasetyo	15	14	12	11	12	64

Students' Writing Scores in Cycle 2

Rater: Dwi Annisa Rachmawati

No	Name	Pre-Test					
		C	O	V	LU	M	JML
1	Aninda Aulia Rahayu	15	14	15	15	16	75
2	Anisa Mahmudah	17	16	17	16	17	83
3	Anisa Nur Aini	16	15	16	15	15	77
4	Dani Lee Stevent Sukma Wijaya	15	16	15	13	14	73
5	Darma Wijaya Putra	14	13	10	10	10	57
6	Daru Setiawan	11	10	9	9	9	48
7	Dayu Maya Vernanda	17	16	15	15	16	81
8	Deni Tri Wahyudi	12	12	13	13	13	63
9	Dika Agung Laksono	13	14	11	11	13	64
10	Dinar Aria Prasasti	18	16	17	17	17	85
11	Ella Isnaini	18	17	15	15	15	82
12	Farikha Nazula	17	16	16	16	17	83
13	Hana Pertiwi	16	15	15	15	15	76
14	Hasna Nur Abidah	17	17	15	15	16	82
15	Imam Hidayat	12	12	11	11	12	59
16	Indah Eka Nugraheni	15	14	13	13	15	71
17	Lusiana Eka Putri	17	16	17	17	16	83
18	M. Rosiq Akbar Syah	10	10	9	9	9	47
19	Novia Rahma Latifah	17	16	15	15	15	77
20	Nur Arifka Dewi	15	14	12	12	15	70
21	Nur Khamnari Derby Pambudi	17	17	15	15	16	81
22	Nur Rizqi Zanuria Marvelin	17	17	15	15	16	81
23	Nurhuda Ihram Faidan	13	13	11	11	11	61
24	Nurvita Kiki Susilowati	16	15	14	14	16	76
25	Putri Syari Ayuningtyas	17	16	16	16	17	82
26	Puwarti Ningsih	16	15	14	14	16	76
27	Rafi Ibnu Kurniawan	16	15	13	13	14	71
28	Rio Dwi Altrian	13	12	10	10	10	58
29	Rizal Hafidz Zaini	13	14	15	15	15	71
30	Salsabilla Wening Sinawang	17	17	15	15	16	81
31	Satria Bayu Aradita	17	17	15	15	16	82
32	Sidik Prasetyo	13	12	10	10	12	59

Students' Writing Scores in the Post-test

Rater: Yuliana Istiani, S.Pd.

No	Name	Pre-test					
		C	O	V	LU	M	JML
1	Aninda Aulia Rahayu	16	16	17	16	16	81
2	Anisa Mahmudah	17	17	16	16	16	82
3	Anisa Nur Aini	17	17	17	27	16	84
4	Dani Lee Stevent Sukma Wijaya	17	17	13	13	13	73
5	Darma Wijaya Putra	14	14	14	14	14	70
6	Daru Setiawan	10	10	9	9	9	46
7	Dayu Maya Vernanda	17	17	16	16	16	82
8	Deni Tri Wahyudi	12	12	13	14	13	65
9	Dika Agung Laksono	15	15	13	13	13	69
10	Dinar Aria Prasasti	17	17	17	16	17	84
11	Ella Isnaini	17	17	15	15	15	79
12	Farikha Nazula	17	17	17	16	16	83
13	Hana Pertiwi	15	15	14	14	14	72
14	Hasna Nur Abidah	17	17	15	15	15	79
15	Imam Hidayat	14	14	13	13	12	66
16	Indah Eka Nugraheni	14	14	14	13	14	69
17	Lusiana Eka Putri	17	17	17	16	16	83
18	M. Rosiq Akbar Syah	10	10	9	9	9	47
19	Novia Rahma Latifah	17	17	15	15	16	80
20	Nur Arifka Dewi	14	14	13	13	13	67
21	Nur Khamnari Derby Pambudi	17	17	16	16	16	82
22	Nur Rizqi Zanuria Marvelin	17	17	15	15	16	80
23	Nurhuda Ihram Faidan	13	13	13	12	12	63
24	Nurvita Kiki Susilowati	15	15	17	16	16	79
25	Putri Syari Ayuningtyas	17	17	17	15	16	82
26	Puwarti Ningsih	17	17	14	14	14	76
27	Rafi Ibnu Kurniawan	17	17	16	17	15	82
28	Rio Dwi Altrian	13	13	10	10	10	56
29	Rizal Hafidz Zaini	15	15	15	14	14	73
30	Salsabilla Wening Sinawang	16	17	16	16	16	81
31	Satria Bayu Aradita	17	17	17	17	17	85
32	Sidik Prasetyo	12	12	13	14	14	65

Students' Writing Scores in the Post-test

Rater: Dwi Annisa Rachmawati

No	Name	Pre-Test					
		C	O	V	LU	M	JML
1	Aninda Aulia Rahayu	16	16	17	16	17	82
2	Anisa Mahmudah	18	17	16	15	17	83
3	Anisa Nur Aini	17	17	17	16	17	84
4	Dani Lee Stevent Sukma Wijaya	18	17	14	13	14	76
5	Darma Wijaya Putra	15	15	14	14	15	73
6	Daru Setiawan	10	10	9	9	10	48
7	Dayu Maya Vernanda	17	17	16	16	17	83
8	Deni Tri Wahyudi	13	13	12	14	14	66
9	Dika Agung Laksono	16	16	14	12	14	72
10	Dinar Aria Prasasti	18	17	18	16	16	85
11	Ella Isnaini	18	17	17	15	16	83
12	Farikha Nazula	18	18	17	16	16	85
13	Hana Pertiwi	17	17	16	14	14	78
14	Hasna Nur Abidah	18	18	16	14	16	82
15	Imam Hidayat	15	15	14	13	14	71
16	Indah Eka Nugraheni	17	16	15	13	14	75
17	Lusiana Eka Putri	18	17	17	16	17	85
18	M. Rosiq Akbar Syah	10	10	9	9	9	47
19	Novia Rahma Latifah	17	17	16	15	15	80
20	Nur Arifka Dewi	15	15	14	13	13	70
21	Nur Khamnari Derby Pambudi	17	17	17	16	16	83
22	Nur Rizqi Zanuria Marvelin	18	18	16	15	15	82
23	Nurhuda Ihram Faidan	14	14	14	12	12	66
24	Nurvita Kiki Susilowati	15	15	17	16	16	79
25	Putri Syari Ayuningtyas	17	17	17	15	16	82
26	Puwarti Ningsih	17	17	14	14	14	76
27	Rafi Ibnu Kurniawan	17	16	16	16	17	82
28	Rio Dwi Altrian	14	13	11	10	10	58
29	Rizal Hafidz Zaini	15	16	15	15	15	76
30	Salsabilla Wening Sinawang	17	17	16	16	16	82
31	Satria Bayu Aradita	18	17	17	17	17	86
32	Sidik Prasetyo	12	12	12	13	13	62

J.THE STUDENTS' WRITING

The Student's Writing in the Pre-test

Nama = Dinar Aria Prasasti

No = 10

Kelas = 7C

5 Februari 2014

Let's Write!



Write a description about your favourite person, it can be one of your family members (father, mother, brother, sister), your best friend, or your favourite teacher.

My Best Friend

My best friend {her name} is Rizma Aprilia. {Her} is now ✓
Class VII. She is {thirteen} years old. {She} is hobby playing with me.
She is be born in the Sleman, {30} June 2000. She is hope
Policewoman. She is to live in {the} Cangkringan. She {is} school
in MTs N Ngemplak.

She is {a} tall and thin. She is ~~have~~ straight hair.
She {is} like joke with me. She is very nice in me. ?
She is {a} beautiful.

The Students' Writing in the Pre-test

Nama : Lusiana Eka Putri
 NO : 17
 Kelas : VII C

Let's Write!



Write a description about your favourite person, it can be one of your family members (father, mother, brother, sister), your best friend, or your favourite teacher.

My Best Friend

My best friend is Bunga Naila and Gaur Naila. They are twin. They are school in SMP N. 1 Klaten. They live in Dukuh, Sukoharjo, Sedomartani, Kalosari, Sleman, Yogyakarta. They are smart and beautiful. Their hobby is reading. Their have a desire, teacher. Their pray dilemma? Their long hair. Their a good. Their have two cousin. Their sister is Rofi Droya Swasti. Their brother is Satrio Pradipto.

The Student's Writing in the Pre-tes

Let's Write!

Nama : Putri Syari Ayuningtyas
No : 25
Kelas : VII C

5 Februari 2014



Write a description about your favourite person, it can be one of your family members (father, mother, brother, sister), your best friend, or your favourite teacher.

My Best Friend

My Best Friend is Dinar Ayu Prasasti. Her is now class VII. She is school in SMP N 1 Ngemplak. She is thirteen years old. She is hobby dancing. She is to be born in Sleman, date 29 December 2000. She is hope Doctor. She is to live in Cokroapten Bimomortoni, Ngemplak.

She is a tall and slim. She is very too amusing and she ~~sempat~~ very nice in me. She is like fried rice. She is a beautiful.

The Student's' Writing in the Cycle 1

Let's Write!

Dinar Aria Prasasti
10/7C



After getting feedback from your teacher, now revise your writing here!

My Brother

My Brother's name is Alqi Panji Sukmana. He is 20 years old. He is a handsome man. He has white skin. He is tall. He works in Bandung. He is a loyal man.

He has a girlfriend and her name is Anisa Nurfaiza. She is ~~a~~ not tall but not short, and she has a straight black hair. My Brother is a very kind person. He loves my family.

EP

The Student's Writing in the Cycle 1

Nama : Lusiana Eka Putri
 NO : 17
 Kelas : VII C

Let's Write!



After getting feedback from your teacher, now revise your writing here!

My Father

My father's name is Gendung Sumarto. He is 47 years old. My father is a handsome man. He is tall and he has straight black hair. He has flat nose. He has two brown eyes.

My father has good sincerity. He works in EUP Sleman. He works hard. He is very busy, so he not has spare time together for family. He is my beloved father.

The Student's Writing in the Cycle 1

Let's Write!

Putri Syari
(25/VII C)



After getting feedback from your teacher, now revise your writing here!

My Mother

My mother's a beautiful women. She is 40 years old. My mother is a good and kind. She has skin white. She is a little tall. Mother work as teacher.

Her name is Linarti. She is smart and lovely her family. Her weight is 65 kg. She is likes fruits. Just like orange, banana, water melon, and mango.

I love my mother so much.

The Student's Writing in the Cycle 2

Dinar Aina Prasasti
(7c/110)

Let's Write!



Write a description about your favourite artist. You can stick your favourite artist picture in the box.

Justin Bieber

His full name is Justin Drew Bieber. He was born on 1 March 1994 in London, Canada. His mother's name is Pattie Melatte and His father's name is Jeremy Breber.

He is a singer. He has white skin. His body is tall. He is good both at singing and dancing. My favorite artist is Justin Bieber. I love Justin Bieber.



The Student's Writing in the Cycle 2

Let's Write!



Write a description about your favourite artist. You can stick your favourite artist picture in the box.

Raisa

Her full name is Raisa Andriana. She is a singer. She has light skin, brown eyes, and pointed nose. Her body is tall. Her voice is sweet. She is a beautiful singer. Her everlasting songs are "Apalah Arti Menunggu, Could It Be, Pemeran Utama". My favourite song is Apalah Arti Menunggu. She is a talented singer.



The Student's Writing in the Cycle 2

PuTri Syari Ayuningtyas (25 / VII 'C)

Let's Write!



Write a description about your favourite artist. You can stick your favourite artist picture in the box.

Karel Susanto

His full name is Karel Susanto. His nickname is Karel. His was born on 14 Mei 1999 in Jakarta.

His mother's name is Eri Yudrianto and his father's name is Adril susanto. His favourite color are red, black, and Purple. His ambition is industrialist. His hobby is sport. His favourite singer is Justin Bieber. He is good both a ~~singer~~ singing and dancing. I love Karel.



The Student's Writing in Post-test

Let's Write!



Write a description about your favourite person, it can be one of your family members (father, mother, brother, sister), your best friend, or your favourite teacher.

Dinar Arta P
(7c / 10)

My Brother

His full name is Alai Panji Sukmana. He was born on 19 December 1999 in Sieman. His nick name is Alai. He has short and black hair. He is tall and skin white. He is a handsome boy.

He is good and kind. He is smart and diligent. He is a first child. My brother is my fans :)
I love my brother and my family.

☺ GOOD LUCK ☺

The Student's Writing in Post-test

Let's Write!



Write a description about your favourite person, it can be one of your family members (father, mother, brother, sister), your best friend, or your favourite teacher.

My Mother

Her full name is Nanik Wijayanti. She was born in Slemari, 29 March 1976. She is a beautiful girl. She has long hair, light skin and pointed nose. Her body is tall. She is friendly and lovely. She likes to make cake. Her hobby is cooking and gymnastic. My mother never angry. She is patient and polite. She is a kind person. I love my mother.

By: Lusiana Eko Putri (17/VII C)

© GOOD LUCK ©

The Student's Writing in Post-test

Let's Write!

Rutni Syari (25/VII C)



Write a description about your favourite person, it can be one of your family members (father, mother, brother, sister), your best friend, or your favourite teacher.

* Best Friend *

Her full name is Dinar Aria Prasasti. Her nickname is Dinar. She was born on 29 December 2000 in Sleman. She is a student. She is good, funny, and patient. She is tall. She is skin dark brown. She is a beautiful girl.

Her father's name is Nurhadi Susanto and her is mother is Binti Mustadiyah. She has only one cousin named Affan Trias Maliki.

Her hobby is playing and reading. Her is life in Cokrogaten, Bimomartani, Ngemplak Sleman. She is boy friend's name is Krisna.

K. THE ATTENDANCE LIST

No	Name	Meetings						
		1	2	3	4	5	6	7
1.	ANINDA AULIA RAHAYU	•	•	•	•	•	•	•
2.	ANISA MAHMUDAH	•	•	•	•	•	•	•
3.	ANISA NUR AINI	•	•	•	•	•	•	•
4.	DANI LEE STEVENT S.W	•	•	•	•	•	•	•
5.	DARMA WIJAYA PUTRA	•	•	•	•	•	•	•
6.	DARU SETIAWAN	•	•	•	•	•	•	•
7.	DAYU MAYA VERNANDA	•	•	•	•	•	•	•
8.	DENI TRI WAHYUDI	•	•	•	•	•	•	•
9.	DIKA AGUNG LAKSONO	S	•	•	•	•	•	•
10.	DINAR ARIA PRASASTI	•	•	•	•	•	•	•
11.	ELLA ISNAINI	•	•	•	•	•	•	•
12.	FARIKHA NAZULA	•	•	•	•	•	•	•
13.	HANA PERTIWI	•	•	•	•	•	•	•
14.	HASNA NUR ABIDAH	•	•	•	•	•	•	•
15.	IMAM HIDAYAT	S	•	•	•	•	•	•
16.	INDAH EKA NUGRAHENI	•	•	•	•	•	•	•
17.	LUSIANA EKA PUTRI	•	•	•	•	•	•	•
18.	M. ROSIQ AKBAR SYAH	S	•	•	•	•	•	•
19.	NOVIA RAHMA LATIFAH	•	•	•	•	•	•	•
20.	NUR ARIFKA DEWI	•	•	•	•	•	•	•
21.	NUR KHAMNARY DERBY P.	•	•	•	•	•	•	•
22.	NUR RIZQI ZANURIA M	•	•	•	•	•	•	•
23.	NURHUDA IHRAM FAIDAN	•	•	•	•	•	•	•
24.	NURVITA KIKI SUSILOWATI	•	•	•	•	•	•	•
25.	PUTRI SYARI A.	•	•	•	•	•	•	•
26.	PUWARTI NINGSIH	•	•	•	•	•	•	•
27.	RAFI IBNU KURNIWAN	•	•	•	•	•	•	•
28.	RIO DWI ALTRIAN	•	•	•	•	•	•	•
29.	RIZAL HAFIDZ ZAINI	•	•	•	•	•	•	•
30.	SALSABILLA WENING S.	•	•	•	•	•	•	•
31.	SATRIA BAYU ARADITA	•	•	•	•	•	•	•
32.	SIDIK PRASETYO	•	•	•	•	•	•	•

L. PHOTOGRAPHS

PHOTOGRAPHS



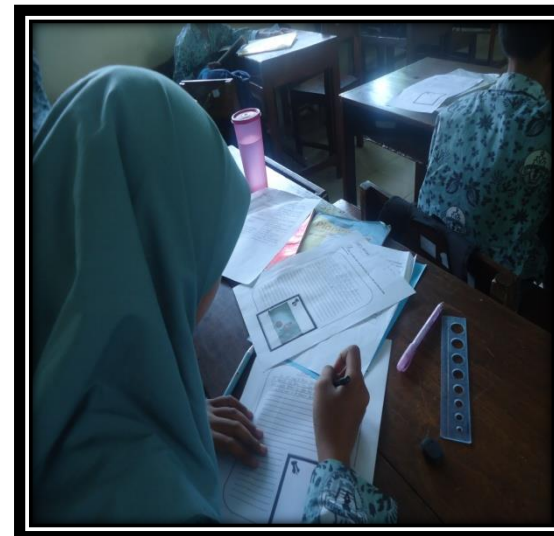
Pictures 1: The students were actively took part in the teaching-learning process.



Picture 2: The students did “*Who Am I?*” game.



Pictures 3: The students did discussion.



Pictures 4: The students revised their writing.



Pictures 4: The students did the writing task.

M. PERMIT LETTERS



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 NGEMPLAK

Alamat: Jangkang, Widodomartani, Ngemplak, Sleman, DIY ☎ (0274) 4461001

SURAT KETERANGAN

Nomor : 070/085/2014

Berdasarkan surat dari Badan Perencanaan Pembangunan Daerah Kabupaten Sleman, Nomor : 070/Bappeda/460/2014, tanggal 7 Februari 2014 tentang surat izin penelitian, dengan ini Kepala SMP N 1 Ngemplak menerangkan bahwa mahasiswa di bawah ini :

Nama	: DWI ANNISA RACHMAWATI
NIM	: 10202244081
Perguruan Tinggi	: Universitas Negeri Yogyakarta
Fakultas	: Bahasa dan Seni
Alamat Rumah	: Cangkringan, Argomulyo, Sleman
No Telp/HP	: 08566967793

Telah melakukan penelitian di SMP Negeri 1 Ngemplak, guna memperoleh data untuk penyusunan Tugas Akhir dengan judul :

THE USE OF INDIRECT FEEDBACK TO IMPROVE GRADE VII STUDENTS WRITING SKILLS AT SMP N 1 NGEMPLAK

Waktu : 19 Februari – 26 April 2014

Sasaran : Siswa Kelas VII C SMP N 1 Ngemplak

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ngemplak, 9 Mei 2014

Kepala,

Drs. R. H. Wahyana Kuntara, M.A
NPA 19610126 198303 1 005



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepelihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / VI/ 96 / 2 /2014

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY
Tanggal : 4 Februari 2014
Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

Nomor : 0145b/UN.34.12/DT/II/2014

Perihal : Izin Penelitian

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : DWI ANNISA RACHMAWATI
Alamat : FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA
Judul : THE USE OF INDIRECT FEEDBACK TO IMPROVE GRADE VII STUDENTS' WRITING SKILL AT SMP N 1 NGEMPLAK
Lokasi : KABUPATEN SLEMAN
Waktu : 5 Februari 2014 s/d 5 Mei 2014

Dengan Ketentuan:

1. Menyerahkan surat keterangan/izin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan izin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website : adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 5 Februari 2014

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH.
NIP. 195801201985032 003

Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Bupati Sleman cq. Ka. Kesbanglinmas
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 Dekan Fakultas Bahasa dan Seni UNY
- 5 Yang bersangkutan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
 http://www.fbs.uny.ac.id//

FRM/FBS/33-01
 10 Jan 2011

Nomor : 0145b/UN.34.12/DT/II/2014
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

4 Februari 2014

Kepada Yth.
 Bupati Sleman
 c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

THE USE OF INDIRECT FEEDBACK TO IMPROVE GRADE VII STUDENTS' WRITING SKILL AT SMP N 1 NGEMPLAK

Mahasiswa dimaksud adalah :

Nama : DWI ANNISA RACHMAWATI
 NIM : 10202244081
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Februari - April 2014
 Lokasi Penelitian : SMP N 1 Ngemplak

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.
 NIP. 19670704 199312 2 001

Tembusan:
 1. Kepala SMP N 1 Ngemplak



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 460 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/447/2014
Hal : Rekomendasi Penelitian

Tanggal : 07 Februari 2014

MENGIZINKAN :

Kepada :
Nama : DWI ANNISA RACHMAWATI
No.Mhs/NIM/NIP/NIK : 10202244081
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
Alamat Rumah : Cangkringan, Argomulyo Sleman
No. Telp / HP : 08566967793
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**THE USE OF INDIRECT FEEDBACK TO IMPROVE GRADE VII STUDENTS
WRITING SKILLS AT SMP N 1 NGEMPLAK**
Lokasi : SMP Negeri 1 Ngemplak, Sleman
Waktu : Selama 3 bulan mulai tanggal: 07 Februari 2014 s/d 09 Mei 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 7 Februari 2014

- a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
Pembina, IV/a
NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Ngemplak
5. Ka. SMP Negeri 1 Ngemplak, Sleman
6. Dekan Fak. Bahasa & Seni-UNY
7. Yang Bersangkutan